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ABSTRACT

Designed for use by teachers in grades 1 through 6, this program is intended to teach children about the nature and function of rules and law. The program is comprised of 10 sequential themes. The first three themes are that rules and laws are essential and play an important role in our lives; have certain characteristics in common; and evolve from customs and practices. The other seven themes are: different people in different settings create rules and laws for different reasons; different people in different settings enforce rules and laws in different ways; rules and laws are used to judge behavior and settle disputes; the purpose of the law is to meet the needs of the community; rules and laws are both stable and changing; rules and laws protect an individual's rights, privacy, and property; and there is a relationship between the values of a society and the laws of a society. The following information is provided for each theme: concepts, motivating activity, learning activities, curriculum correlation to social studies or language arts, annotations of literature, and governance activities, e.g., students develop rules for their classroom. The publication concludes with a children's literature and law bibliography for each theme. (RM)

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Living Together Under the Law

An Elementary Education Law Guide

1982

Prepared by the Law, Youth and Citizenship Program of the New York State Bar Association and the New York State Education Department.

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Eric S. Mondschein
Director, LYC Program

TABLE OF CONTENTS

SCOPE AND SEQUENCE **4-5**

INTRODUCTION **6-7**

THEME ONE **8**
Rules and laws are essential and play an important role in our lives.

THEME TWO **16**
Rules and laws have certain characteristics in common.

THEME THREE **24**
Rules and laws evolve from customs and practices.

THEME FOUR **30**
Different people in different settings create rules and laws for different reasons.

THEME FIVE **38**
Different people in different settings enforce rules and laws in different ways.

THEME SIX **46**
Rules and laws are used to judge behavior and settle disputes.

THEME SEVEN **54**
The purpose of law is to meet the needs of the community.

THEME EIGHT **60**
Rules and laws are both stable and changing; individuals can cause or prevent change.

THEME NINE **68**
Rules and laws protect individual's rights, privacy and property.

THEME TEN **76**
There is a relationship between values of a society and the laws of a society.

CHILDREN'S LITERATURE AND LAW BIBLIOGRAPHY **83-84**

SCOPE AND SEQUENCE

THEMES	COMPONENTS	I. CONCEPTS	II. MOTIVATING ACTIVITY	III. LEARNING ACTIVITY
1	Rules and laws are essential and play an important role in our lives.	Needs, Safety, Rights, Protection, Regulations	Games Need Rules	Making Rules: From Starships to School Buses
2	Rules and laws have certain characteristics in common.	Equality, Fairness, Consistency	Contradictory Rules Analysis of Rules Criteria for Good Rules	The Clouds Diner: Tall Persons Restaurant Closing the Street: Role Play
3	Rules and laws frequently evolve from customs and practices.	Customs, Traditions, Holidays, Voluntary Behavior, Climate, Weather	Voluntary Compliance	Create-A-Holiday Halloween Behavior
4	Different people in different settings create rules and laws for different reasons.	Authority, Power, Resonsibility, Communication	Who's In Charge Concept of Authority Definition of Authority People in Charge: Matching	Interviews: Roles and Responsibilities Hiring the Park Director
5	Different people in different settings enforce rules and laws in different ways.	Authority, Power, Regulatory Agencies, Checks and Balances, Enforcement	The Case of the Doggie Delicious Dogfood TV Advertising and Pet Food	Regulatory Agencies Regulatory Hearing Panel
6	Rules and laws are used to judge behavior and settle disputes.	Dispute, Conflict, Decision, Plaintiff, Defendant, Judge, Agreement, Justice, Liberty	Flowers for the Teacher The Case Study Method	Rights in Conflict: The Case of the Professional Tap Dancer Rating Solutions Pro Se Court
7	The purpose of law is to meet the needs of the community.	Group Needs, Public Benefits, Taxation, Interdependence, Community	Traffic Accidents: A Community Problem Simulation	Community Crime Watch and the Guardian Angels Taxes and Law Enforcement
8	Rules and laws are both stable and changing; individuals can cause or prevent change.	Participation, Process, Change, Stability, Authority	Once Against the Law...	Drinking and Driving Participation Twice the Price
9	Rules and laws protect an individual's rights, privacy and property.	Rights, Privacy, Property, Constitutional Government	The U.S. Mail The Bill of Rights Applying the Bill of Rights	People Need Privacy Laws Protect Privacy The Right to Vote
10	There is a relationship between the values of a society and the laws of a society.	Values, Goals, Families, Groups	The Brank: Old Time Punishment The Bridge Controversy	Everyone Belongs to Groups

IV. CURRICULUM CORRELATION	V. LITERATURE... PRIMARY	V. LITERATURE... INTERMEDIATE	VI. GOVERNANCE
Community Governance Map Making	Dogs Don't Belong on Beds The Bear's Bicycle The Bears' Vacation	The Upstairs Room Pippi Longstocking Z is for Zachariah	Rules for Your Classroom (the poster)
Different Rules in Different Places The Swimming Pool	Madeline's Rescue Bedtime for Frances Curious George	The Good of It All The Slave Dancer Mrs. Frisby and the Rats of NIMH	Responsibility Pyramid
Customs and Practices Greetings, Fighting and Hat Tipping	Helga's Dowry Visiting Pamela Please and Thank You Book	The Maude Reed Tale A Hunter Comes Home The Bronze Bow	Laws, Rules and the Environment The Crowded Conditions Simulation
The Need for Written Laws Simplifying Rules	The Troll Book The Elephant Who Couldn't Forget In My Mother's House	Song for a Dark Queen The Gift of Sarah Barker Are You There God? It's Me, Margaret	Safety Maps for the School
Distribution of Power Who Should Have Authority?	Strega Nona The 500 Hats of Bartholomew Cubbins Mr. Mischief	Pearl in the Egg The Perilous Gard In Summertime, It's Tuffy	Guest Speakers and Field Trips Separation of Law Enforcement and Law Making
Evidence and the Witchcraft Trials	The Minstrel and the Mountain The Lion's Tail Onions, Onions	The Pushcart War Justice Lion Queenie Peavy	Dispute Resolution Teams The Battle of Oog and Ugh: The Adversary Process
Muskrat Wallow Global Interdependence	The Little House Grizzwold The Muffin Muncher	A[illegible]e Goat Man The Witch of Blackbird Pond The Man from Boston	Governing Ourselves Putting Yourself in Someone Else's Shoes
Influencing the King	Trig Sees Red The King's Fountain Yertle the Turtle and Other Stories	Save the Mustangs Maudie and Me and the Dirty Book Can You Sue Your Parents For Malpractice?	Authority, Consensus and Voting
Property: Who Owns What?	The Zax Evan's Corner Mr. Nosey	We Interrupt this Semester for an Important Bulletin Harriet the Spy After the First Death	Respect for People and Property
Culture Contrasts: A Day at Home in Uganda	Noisy Nora Song of the Trees Through Grandpa's Eyes	The Rocking Chair Rebellion A Wrinkle in Time Bless the Beasts and Children	Rules of Comaztoz Reviewing Classroom Rules

INTRODUCTION

RATIONALE AND FORMAT

This program is designed for teachers in grades one through six. It is based upon the belief that even very young children can understand the nature and function of rules and law, if legal concepts are introduced in a way that is relevant to their lives. There are ten law themes in this program each of which is developed through six components:

I. Knowledge Competencies including concepts, understandings and key skills

II. Motivating Activity to introduce the study of the theme

III. Learning Activities to further develop the theme and the competencies

IV. Curriculum Correlation related to Social Studies and Language Arts

V. Relation to Literature with selected children's literature that deals with the theme

VI. Governance which includes self-governance activities

THEMES

The themes are intended to be sequential. In other words, Theme One provides the foundation or understanding for Theme Two, and so forth. A teacher may find that one theme needs more attention with one class than another, or that some themes can be handled simultaneously. Teachers, who know their own students better than anyone else, will make necessary modification for their classes and grade levels. Depending on how much time a teacher wants to devote to this program, it could be completed in half a year, allowing one to two weeks per theme. On the other hand, it might be wiser to spread the program out over the entire year to utilize the many titles of children's literature and to maximize the value of the Governance sections. Any teacher using the program should really take the time to read through all of the Themes before beginning. The Scope and Sequence Chart should be useful in planning classroom activities.

KNOWLEDGE COMPETENCIES

This section includes three parts: concepts, understanding, and key skills. Teachers will note that there is some overlap from theme to theme and this should facilitate reinforcement of major ideas and skills. The skills have been correlated with social studies concepts, skills and understandings. Where possible, this has also been done with Reading and Language Arts. This design was based upon the belief that elementary teachers are teaching Reading in all of the content areas and should incorporate this approach in teaching about law.

MOTIVATING ACTIVITY

Each theme begins with an activity that reflects one of the major concepts in the theme. It is intended to be used as an introductory activity and should help to get the class interested in the theme. Of course, some teachers may prefer to use one of the Learning Activities to introduce the theme if it seems to be more appropriate. It is not necessary to use all of the activities in any theme but it would not be a good idea to skip a theme entirely. This might result in giving students a distorted picture of our legal system.

LEARNING ACTIVITIES

Each theme contains activities that extend the concepts and understandings of the theme. Again, a teacher may choose to do only one of these activities or may choose to add or create other activities. Teachers should feel free to modify any activity to meet the needs of the class. Older students should be encouraged to suggest activities that they feel would be valuable. This will promote the idea of involvement and participation which is a major premise of our governmental system.

CURRICULUM CORRELATION

This section suggests activities that relate to other areas of the curriculum of elementary schools. Clearly social studies content is the most closely related curriculum area and the activities reflect this fact. However, Reading and Language Arts are major areas of study for elementary students and therefore a number of activities are correlated to these areas. In fact, one entire section is designed to correlate with children's books.

RELATION TO LITERATURE

One of the unique aspects of this program is this section which presents related children's literature. Each theme contains six titles; three for primary grades and three for intermediate grades. In addition, many of the books are followed by suggested activities that extend the concepts presented in the books. There are many children's books that can be used in studying the ten themes and these sixty titles represent a starting point. Teachers are encouraged to use other books and stories that they feel will facilitate students' understanding.

GOVERNANCE

Another unique aspect to this program is this Governance section. Although it would seem that self-governance should be a major thrust in any law study, in reality this feature has been somewhat neglected. Usually the teacher is left to determine how to infuse governance activities.

The governance activities are simple to enact but should be done with a genuine commitment to the belief that children can and do govern their own behavior. This means that the teacher must assume a democratic attitude toward students, encouraging them to make decisions in areas where they are qualified to do so. The teacher who uses a "because I said so" approach will have a difficult time with the governance sections. In fact, unless the teaching approach is democratic, it might be better to skip these sections. To present self-governance activities from an authoritarian position will only lead students to see the law program as unrealistic.

THEME ONE: Rules and laws are essential and play an important role in our lives.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- needs, safety, rights, protection, regulations

UNDERSTANDINGS

- Laws and rules are needed to give order to a situation.
- Laws and rules govern much of our behavior.
- Laws and rules are made to help people live together.
- Laws and rules protect people.
- Different situations require different rules.

KEY SKILLS

- Note and interpret common symbols
- Brainstorming alternatives
- Consideration of consequence of action
- Analyzing visuals
- Evaluating alternative solutions

II. MOTIVATING ACTIVITY: GAMES NEED RULES

Questions:

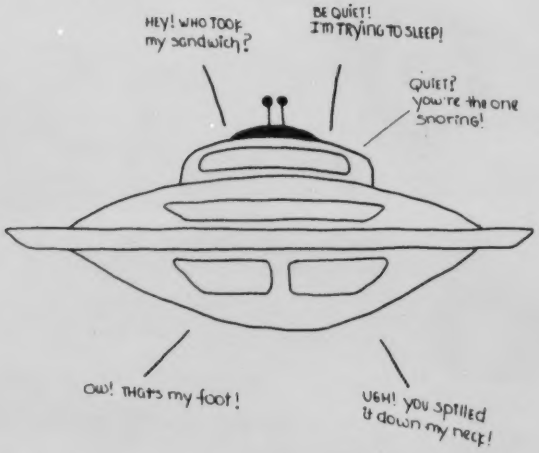
- What is happening in this scene?
- What disagreements, or conflicts can you see?
- Why do games have rules?
- If the group agrees on one game, what kinds of rules will they need?
- If someone breaks a rule, what should happen?
- In a game of baseball, who decides what is fair if both teams disagree? What is the job of an umpire? A referee?

Follow Up Discussion:

After using the visual of children with various sporting equipment, have a general discussion about the need for rules in games. Point out that a judge sometimes has to act like an umpire or a referee.

III. LEARNING ACTIVITIES

Making Rules: From Starships to School Buses


HEY! WHO TOOK my sandwich?
BE QUIET! I'm TRYING TO SLEEP!
QUIET? you're the one snoring!
OW! THAT'S my foot!
UGH! you spilled it down my neck!

Purpose: To give your students an opportunity to develop rules that are appropriate for given situations and to have them compare those rules and conclude that the situation, or environment, is important in rule making.

Procedure: Divide the class into small groups (four or five students in each). If your class is not accustomed to working this way, keep them together as a whole class and lead the discussion yourself.

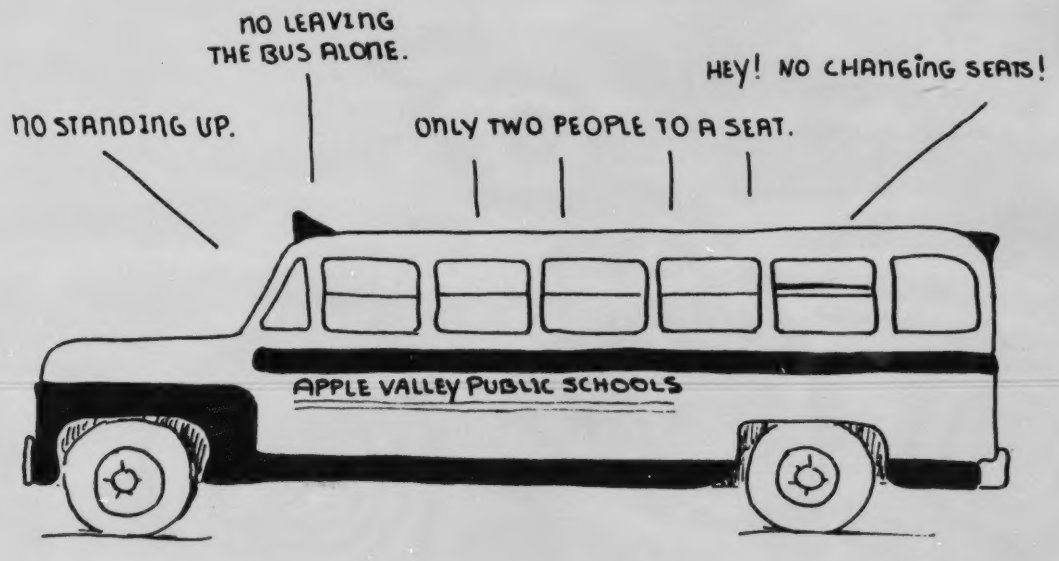
Label each group with one of the following:

1. Starship Power Crew
2. Nursery School on a Picnic in the Park
3. Wagon Train
4. Family of Four Going on a Camping Trip
5. Rescue Party Searching for People Buried by an Avalanche
6. School Bus on a Fieldtrip

Instruct each group to add further details to describe the scene and the people involved. Have them write lists of rules for each situation.

Follow Up Discussion:

Ask each group to report to the class. Each group should explain the reasons for the different rules. Discuss the relationship between the situation and the rules.



Learning Activities (Continued on pg. 10)

Learning Activities *(Cont.)*

The Fire Drill

Purpose: To have students analyze rules for safety and determine appropriate rules for a given situation.

Procedure: Walk your class through the normal procedure for a fire drill in your school. Be sure they pay close attention to how to exit, which outside doors to use, where they are to go outside of the building, and what kind of behavior is appropriate. When you return to the classroom, discuss the various procedures and rules and the reasons for them. Discuss reasons for announced and unannounced fire drills.

Primary and Secondary Routes

It is a law that fire exit routes must be posted in every classroom. For each class there there is a primary route, which is the fastest and most direct exit from the building. There is also a secondary route which is to be used if the primary route is blocked.

Have your students determine the primary and secondary routes for the following classrooms:

Kindergarten ..... Mrs. Heald
Grade One ..... Mrs. Dunne
Grade One ..... Mr. Quinn
Grade Two ..... Ms. Albano
Grade Three ..... Mr. Wong
Grade Three ..... Miss O'Leary
Grade Three ..... Mr. Norman
Grade Four ..... Ms. Perez
Grade Four ..... Mrs. Channing
Grade Five ..... Mrs. Carter
Grade Five ..... Mr. Emery
Grade Six ..... Mrs. Johnson
Grade Six ..... Ms. Barton

Hypothetical Fire Situations

Use the visual of Big Apple Elementary School. Have them determine the logical fire exits for each of the classrooms. Use hypothetical situations to have them make decisions regarding each problem when different exits are blocked. Primary and secondary routes are used by students who are in their classrooms. What happens if a student is not in the classroom? Have your class decide what to do in the following situations.

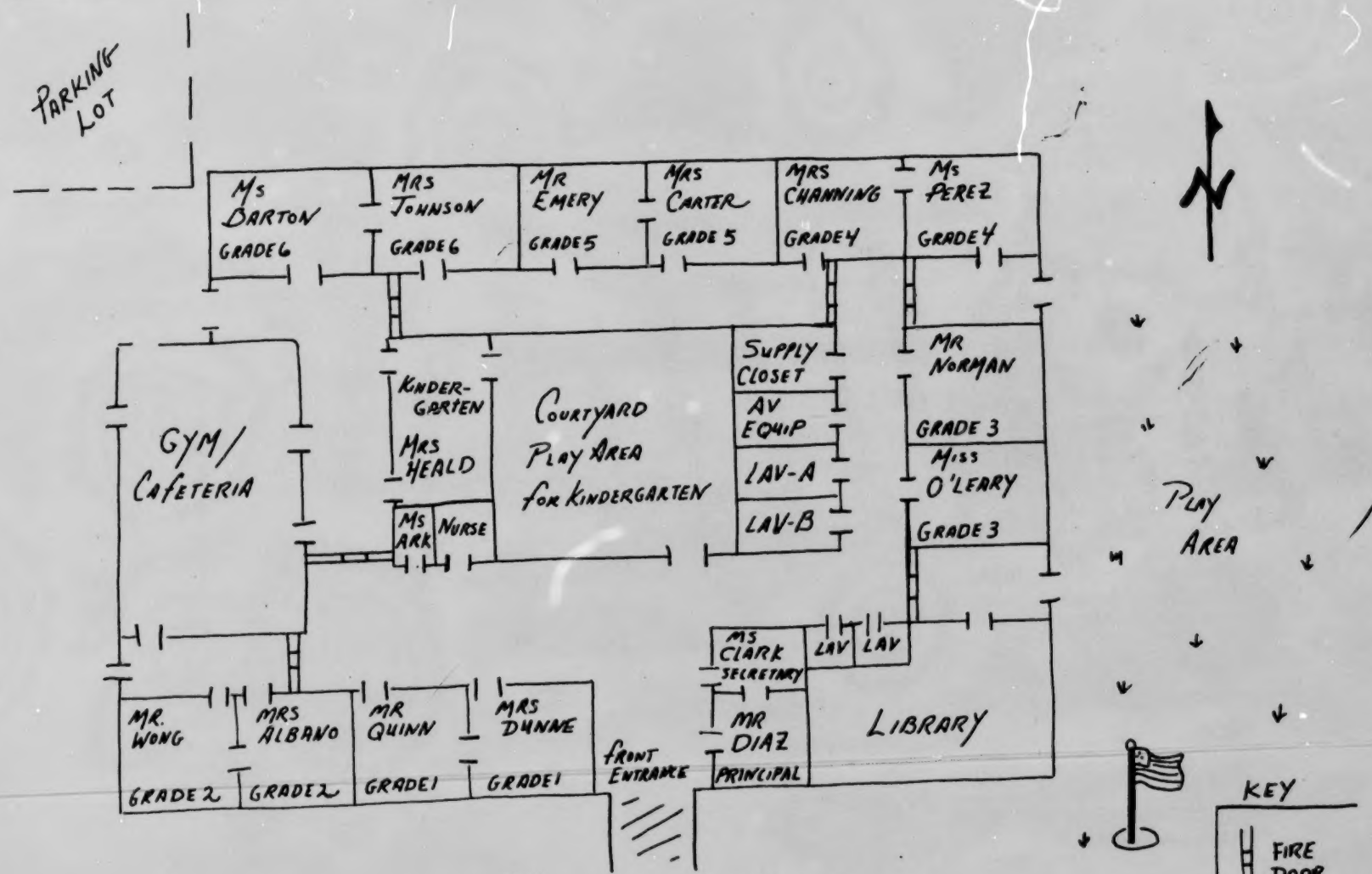
A. Two sixth grade boys from Ms. Barton's class are in the library when a fire alarm sounds. What should they do?

B. Mrs. Heald's kindergarten is in the courtyard on the south side when they hear the fire alarm. How should they exit?

C. Two fifth grade girls are getting a movie projector from the audio visual supply closet when they hear the alarm. What should they do?

D. Mr. Emery has organized a Litter-Spotter activity. His entire class is outside in the play area picking up litter when they hear the alarm. What should they do?

E. Mrs. Channing's class and Ms. Perez' class are all together in Ms. Perez' room watching a filmstrip when they hear the fire alarm. What should they do?



BIG APPLE ELEMENTARY SCHOOL

IV. CURRICULUM CORRELATION

Purpose: To have students apply fire safety rules to their daily lives.

Community Governance:

Have the children study their own and other communities. Have them keep lists of rules they find. These could be made into booklets, illustrated, and kept in the language arts program. The following is a suggested outline for chapters in the booklets:

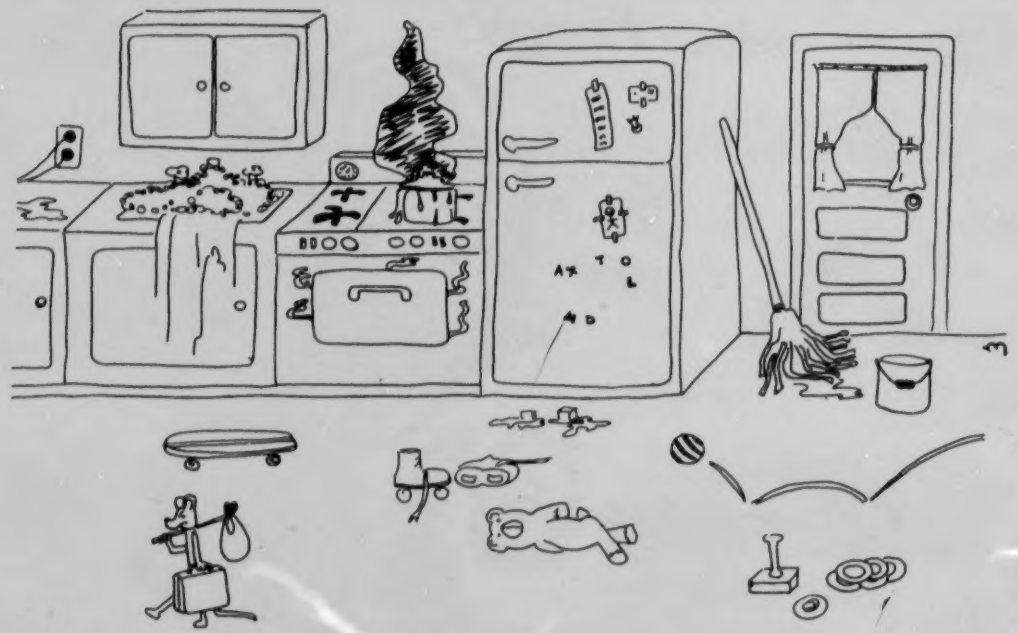
Chapter One	Rules to Keep Us Safe
Chapter Two	Rules That Protect Us
Chapter Three	Rules That Guide Us

Map Making:

Make a map of your home or apartment and show how people would exit in case of fire. What would you do if that exit was blocked?

Follow Up Discussion:

Discuss the need for safety rules in the home. Expand the discussion beyond the possibility of fires. Select a particular room such as, the kitchen, and make a list of the rules that should be enforced for safety. Should special rules be enforced for very young children? How old should you be before you are allowed to use the stove? Describe the visual. What is this mother worried about? What is the danger?



THEME ONE: Rules and laws are essential and play an important role in our lives.

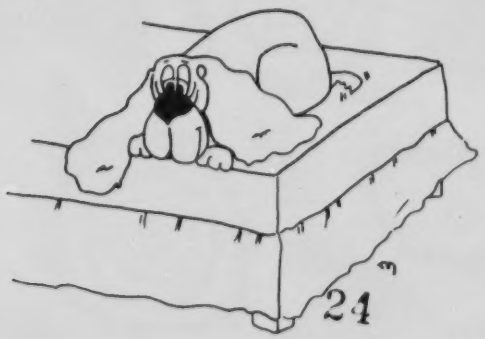
V. RELATION TO LITERATURE—PRIMARY

Dogs Don't Belong on Beds by Enid Bloome. Illustrated by Rose Sommerschield. New York: Doubleday, 1971.

Bosco, a loveable mutt, can't figure out where he belongs. He jumps on the bed and is told: DOGS DON'T BELONG ON BEDS. Kids do, and quilts of many colors but not dogs. Dogs don't seem to belong anywhere, least of all in refrigerators or sewing boxes or bathtubs. Finally Bosco learns where dogs DO belong: wherever there are people to love.

Activities:

This humorous story is a chant-along. Children might enjoy listing places that KIDS don't belong (i.e. toothpaste tubes, salads, dresser drawers) as well as places that they DO.



The Bear's Bicycle by Emilie Warren McLeod. Illustrated by David MacPhail. Boston: Little-Brown & Co., 1975.

A young boy and his reckless teddy bear go bike riding every afternoon. While the boy describes the safety rules he follows, his foolish bear, grown to lifesize, breaks every rule and gets bumped, jostled and dumped. Delightfully illustrated.

Activities:

Review the rules the boy followed. Many rules were for personal safety while others were for courtesy. Students could make similar lists for other activities such as skateboarding or swimming. Students could also work in partners to illustrate other safety do's and don'ts: in the kitchen; in the library; in the art room; in the cafeteria; in the zoo, park, playground.

The Bears' Vacation by Stan and Jan Berenstain. New York: Random House, 1968.

The famous Berenstain Bears visit the seaside and Father illustrates the rules which are necessary for safety at the beach. In every situation, however, Small Bear rescues Pa from the dangers; but the point is made about the necessary rules.

Discussion Questions:

Think about the last time you were away from home (on a trip, picnic, visit to friend). What rules were necessary for your safety? Which rules were similar to rules you follow at home? Which rules were different?

RELATION TO LITERATURE— INTERMEDIATE

The Upstairs Room by Johanna Reiss. New York: Crowell, 1972.

Annie is a young Jewish girl living in Holland during the Second World War. Through her eyes, the horror of Nazi-occupied Germany emerges as she faces discrimination and terror. Her family flees to Holland, becomes separated, and Annie must spend years hidden away by a kind Dutch family. This story is similar to ***The Diary of Anne Frank***, but is designed for a younger audience.

Activities:

Rules played an essential role in the lives of all Jews who were hidden away. Here, using a simulation of something the students take for granted (the breakfast table, for example) would be effective in demonstrating how strict these rules had to be. Perhaps a small group could silently prepare breakfast in one part of the room, while another group taped this. Still another group could pretend to be working in the same building and become startled should any unusual sounds occur.

Reading selected excerpts from ***The Diary of Anne Frank*** would add emphasis to this.

Pippi Longstocking by Astrid Lindgren. Illustrated by Louis Glanzman. New York: Viking, 1950.

Pippi Longstocking is a feisty nine year old girl who lives alone (except for a monkey and a horse) and is as non-conformist as they come. She awes Tommy and Annika who live next door and epitomizes glamour and daring-do to these repressed middle class children. She leads them through a variety of adventures and ends up a popular-albeit lonely-heroine. Teachers should be aware that there are traces of racism and sexism in this story and these should be dealt with matter-of-factly.

Activities:

Pippi is an amazing character who seemingly has no rules. Still she sets goals for herself and has unusual (if zany) self-discipline. Reading this story aloud by chapters provides a terrific forum for discussion.

Sample Questions:

What are Pippi's sleeping habits? How are they different from yours? Why doesn't Pippi go to school? Name three things that Pippi would consider "wrong". What would she consider to be "right"? How do you feel about this? Who is the authority figure in Pippi's home? How would you live differently if you lived alone? A chart contrasting Pippi's daily rules and an average American's daily rules would be interesting.

Z is for Zachariah by Robert O'Brien. New York: Atheneum, 1973.

Ann Burden is left alone in her valley after an atomic holocaust. She must not only survive, she must continue the life in the valley where she lives by tending the animals and planting crops. One day, a man wearing an unusual "safe suit" arrives at Ann's home. The man tells her it is the only such suit in existence and it must be worn by anyone who wants to survive outside of the valley. Suspense builds as Ann and the man learn about one another and decide how and where they will survive and ultimately become locked in a power struggle of their own making.

Activities:

This book raises some thought-provoking issues for the student on the upper end of the elementary scale. Students could each take an issue and develop it, or they could work in groups or pairs. For starters, what would happen when a society becomes annihilated, leaving one member? What kind of order, system, code, etc. would that person have to develop to insure his own survival? How would this change if several members were left alive? Areas to be included could be: Food; shelter; recreation; future planning; disposal of wastes. In each case, how did Ann cope? How did this change when the man in the safe-suit arrived?

VI. GOVERNANCE: RULES FOR YOUR CLASSROOM

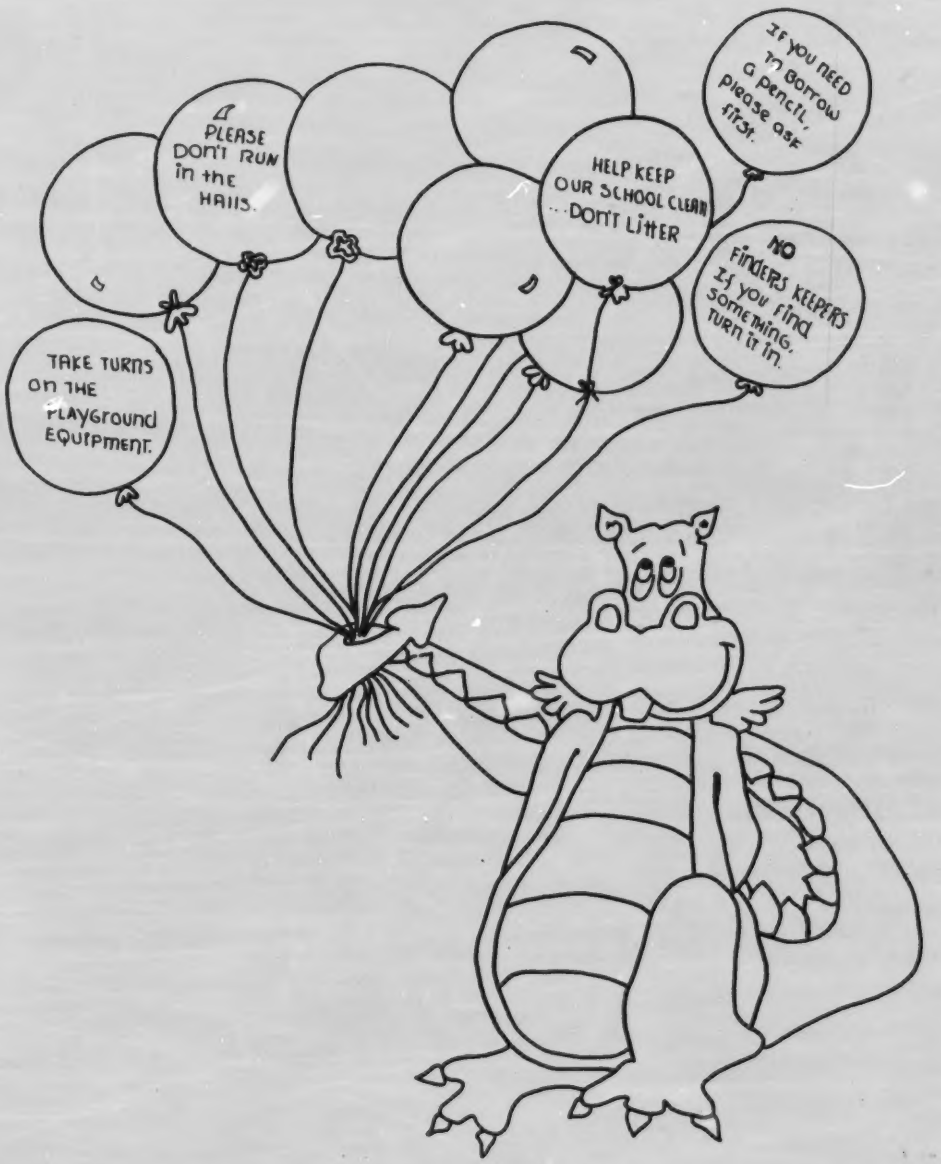
Purpose: To apply rules to classroom governance.

Procedure: This is a poster that was found in an elementary school. The principle, the teachers and all of the students agreed to the rules written in the balloons. Use the following questions to guide a class discussion:

- Which rules do you think were made by the principal? Why?
- Which rules do you think were made by the teachers? Why?
- Which rules do you think were made by the students? Why?
- Are these worthwhile rules? What are their purposes?
- Make a class poster and have students include those rules they decide they want and add any they think are necessary. Try to have them reach consensus on each rule.

Follow Up Activity:

Over the course of the year help the class to develop rules for specific activities such as painting, using blocks, housekeeping, etc. Discuss the reasons for rules trying to relate these reasons to the need for order, safety, individual rights, and fairness.


PLEASE DON'T RUN in the HALLS.
HELP KEEP OUR SCHOOL CLEAN ... DON'T LITTER
If you need to borrow a pencil, please ask first.
NO FINDERS KEEPERS If you find something, turn it in.
TAKE TURNS on the playground EQUIPMENT.

THEME TWO: Rules and laws have certain characteristics in common.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

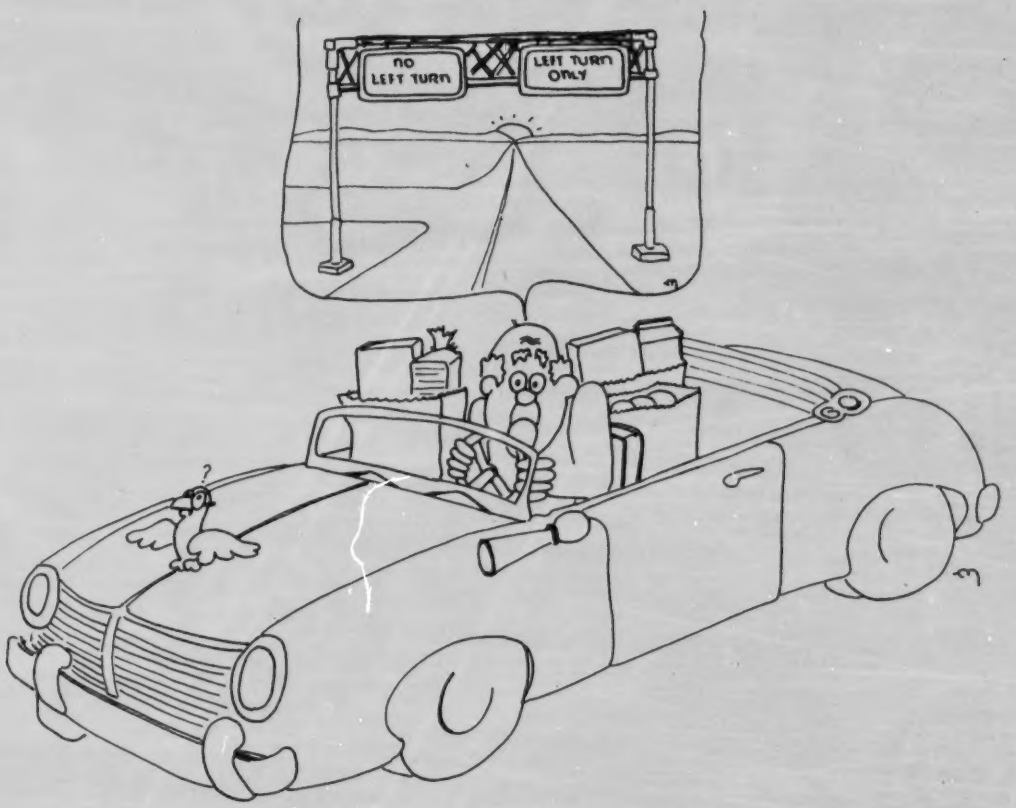
- equality, fairness, consistency

UNDERSTANDINGS

- Laws should be worthwhile.
- Laws and rules should be fair.
- Laws and rules should be consistent.
- Laws and rules should be possible to follow.
- Laws and rules should be understandable.
- Laws and rules should be flexible; capable of being changed.
- Laws and rules should be enforceable.

KEY SKILLS

- Inferring general characteristics from specific examples
- Evaluating the quality of specific rules and laws
- Listening and responding...social interaction



II. MOTIVATING ACTIVITY: CONTRADICTORY RULES

Using the visual, have students discuss what is wrong with these two signs. Why is it impossible for the driver to follow these directions? The rules are contradictory.

Motivating Activity *(Cont.)*

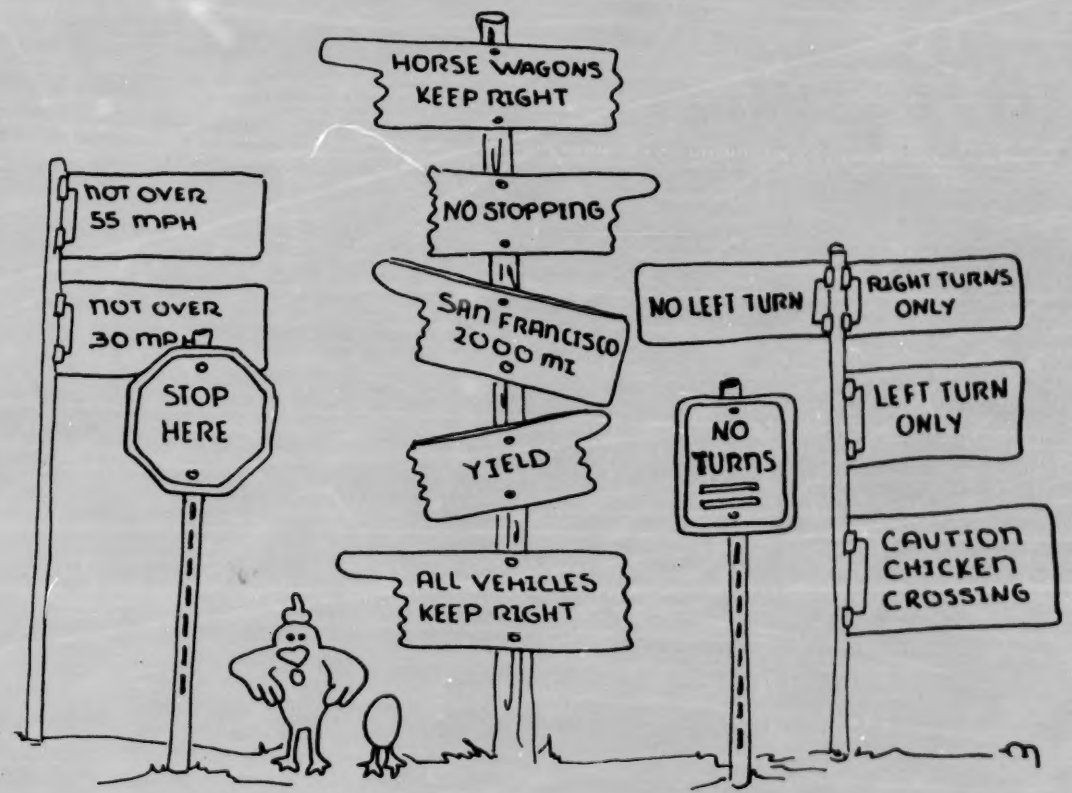
Analysis of Rules

Purpose: To analyze laws to determine whether or not they have the attributes identified in the UNDERSTANDINGS.

Procedure: Make signs for the following rules and post them in your classroom before the students enter.

- No sitting at desks while writing.
- Absolutely no talking at any time.
- No flamming on the flugel.
- Keep your eyes closed while walking around the classroom.
- No blinking your eyes during class.
- All pencils must be sharpened at night when no one is in the classroom.
- All students whose first names begin with A, K, G, and J will clean up after all other students.
- Students will not have recess, depending on the teacher's mood.

If the signs are obvious, the students will probably notice them and begin talking about them. Using this interest to conduct a discussion about what is wrong with each rule. As they bring up one of the points made in the UNDERSTANDINGS, write it on the chalkboard. When you conclude the discussion, dramatically tear down the rules that have not met the criteria. Then have the class determine rules they need that do meet the criteria.



III. LEARNING ACTIVITY

Purpose: To continue and further refine skills at analyzing rules and laws.

Procedure: As a follow up to the motivating activities, have your students analyze rules, either by themselves or in small groups. If your students can work effectively in small groups, it is better to use that procedure. Rule making is not an individual activity in our society and this procedure should help them develop skill in consensus decision making.

Divide the class into small groups. Give each group one or more of the following laws. Ask them to determine whether or not it meets the criteria you have listed on the chalkboard.

Criteria for Good Rules and Laws

1. Fair or unfair?
2. Clear or unclear?
3. Possible to follow?
4. Understandable?
5. Enforceable?
6. Capable of being changed?

Rules to Analyze

(Add your own or some suggested by the class)

- No swimming in this lake...dirty water.
- Dancing on the water not allowed.
- Children crossing...drive carefully.
- No sleeping after 7:00 AM.
- No flimming on the flam.
- Boys cannot play jumprope, girls cannot play baseball.
- Reading this law is not permitted.
- People who drank milk yesterday will be punished.

Follow Up Discussion:

Have each group report its findings to the class. The last rule is not a good rule because it is ex post facto. This means "after the fact". Discuss why passing a law after an event has taken place is unfair. This activity can be expanded by having each group rewrite its law to make it comply with the criteria for good laws.

The Clouds Diner: Tall Persons Restaurant

Questions:

- Does this restaurant discriminate against anyone?
- Why is discrimination unfair?
- How do you think the short people feel?
- Can you think of any other examples of discrimination?

Learning Activity *(Cont.)*

Closing the Street: A Role Play

Purpose: To develop "perspectivism"...or, what it's like to be in somebody else's shoes.

Procedure: Post the following sign using symbols as well as words.

THIS STREET IS CLOSED TO GIVE CHILDREN A PLACE TO PLAY. Tell the class that this street is used daily by a number of different people. They have called a meeting to discuss whether or not this is a good rule. Select students to play the following roles:

- the school principal
- a parent of small children
- a truck driver who delivers milk
- an old person on crutches who lives on the street
- a bicycle rider who rides to work via this street
- a fire fighter
- the owner of a store on the street

Select a student to be the chairperson for the meeting. Be sure that the chairperson allows everyone to present his or her opinion. When the group has finished, ask the rest of the class if they would like to add anything. Have the whole class rewrite the law so that it is agreeable to all concerned. Try to achieve consensus. Some people may not exactly like the law, but if they can live with it, then they have reached consensus.

IV. CURRICULUM CORRELATION: DIFFERENT RULES IN DIFFERENT PLACES

Purpose: To correlate the study of laws and rules with the study of the community.

Procedure: Identify a variety of places in the community that have rules that govern behavior: parks, pools, playgrounds, grocery stores, subway stations, movie theatres, churches, post offices, restaurants, department stores, etc. Discuss why different rules govern behavior in each of these places. Older students can do on-site fieldwork by visiting places to learn about the rules. If rules are not posted, have them interview people in charge and ask questions about the rules and the reasons for them.

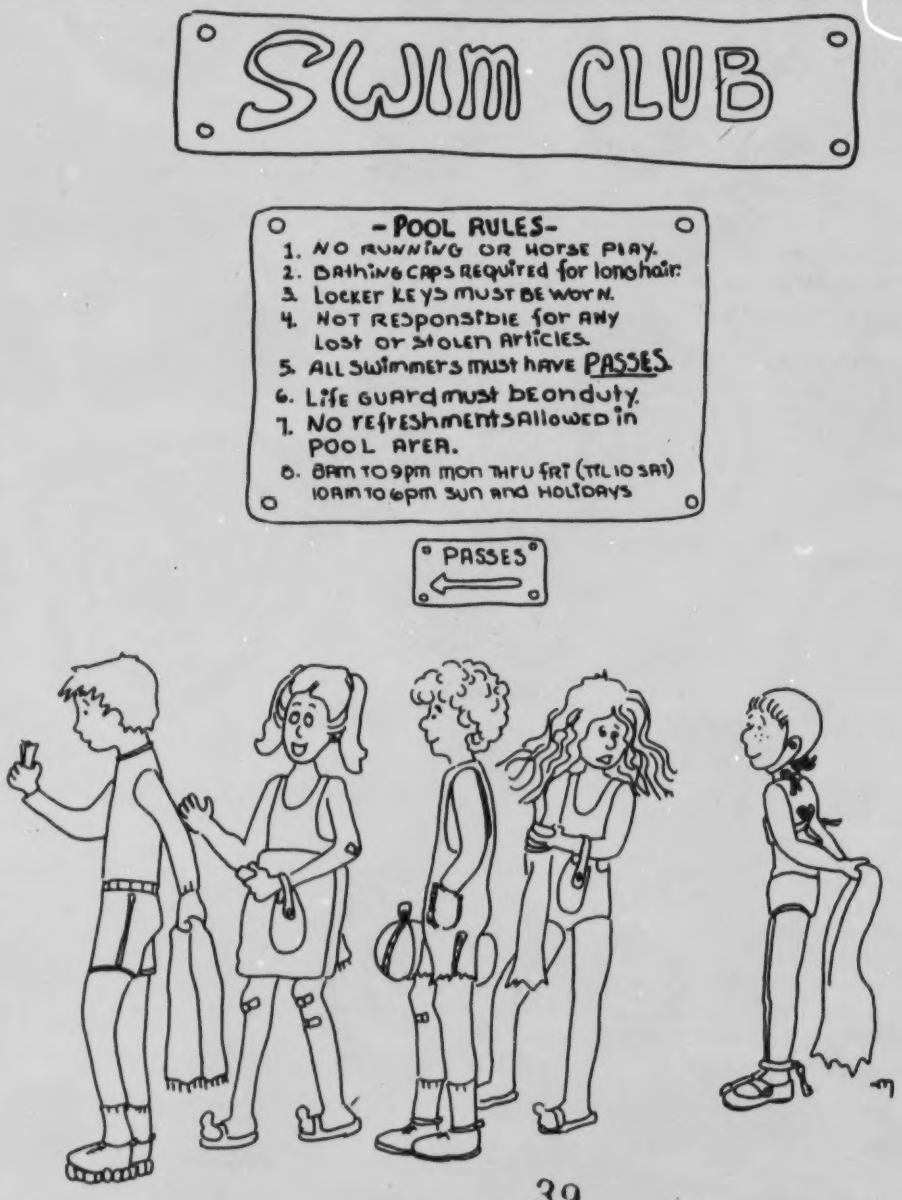
Follow Up Activity:

Post lists of the various rules from different places. Discuss the characteristics that these rules have in common. Discuss the differences. Do the rules meet the criteria stated in the UNDERSTANDINGS for this theme?

The Swimming Pool

Questions:

- Are the rules for the swimming pool fair?
- What are the purposes of these rules?
- How do the swimmers know what is meant by long hair?


SWIM CLUB
-POOL RULES-
1. NO RUNNING OR HORSE PLAY.
2. BATHING CAPS REQUIRED for long hair.
3. LOCKER KEYS MUST BE WORN.
4. NOT RESPONSIBLE for ANY LOST OR STOLEN ARTICLES.
5. ALL SWIMMERS MUST HAVE PASSES
6. LIFE GUARD must BE on duty.
7. NO REFRESHMENTS ALLOWED in POOL AREA.
8. 8AM TO 9PM MON THRU FRI (TIL 10 SAT)
10AM TO 6PM SUN and HOLIDAYS
PASSES

V. RELATION TO LITERATURE—PRIMARY

Madeline's Rescue by Ludwig Bemelmans. New York: Viking 1953.

Poor Madeline! When she is rescued from the Seine by a dog of uncertain origin, she and her schoolmates adopt the pup and grow to love him. But the school's trustees throw the dog into the streets of Paris and Madeline and her friends search fruitlessly. When Genevieve returns, she has a wonderful surprise for everyone.

Activity:

Madeline is an imp and in the first part of the story she breaks an important rule, paying for it by falling into the river. The children could explore the reasons for school-imposed rules and relate this one to behavior on a field trip. More intricate, though, is the concept of authority inherent in this story. Is the Board of Trustees correct in expelling Genevieve? Would Miss Clavel allow the dog to stay if there was a rule involving pets?

Bedtime for Frances by Russell Hoban. Illustrated by Garth Williams. New York: Harper & Row, 1960.

Most children are familiar with Frances, the engaging badger who makes up songs for any occasion. This time, Frances' parents insist that she go to bed at her regular bedtime. They tuck her in, kiss her and leave her to sing herself to sleep. When Frances' eyes refuse to shut and she scares herself with tales of imaginary tigers and moving curtains, she pesters her parents to let her stay up. They refuse, despite Frances' heroic attempts to convince them they are unfair.

Activity:

Many children have rules that must be followed at home and rarely are bent. This could be the focus of a lively discussion about what is "fair", why parents make rules, and when such rules may be relaxed. Perhaps each child could choose a school or home rule which is his/her particular pet "peeve" and illustrate what might happen if this rule were consistently broken. These pictures could frame a bulletin board on "Pet Peeves".

Curious George by H.A. Rey. Illustrated by the author. Boston: Houghton Mifflin, 1951.

This is the first book in the extremely popular series about that irrepressible monkey, Curious George. In this book, he arrives in the United States from Africa with the man with the yellow hat. George has a series of adventures on his trip including falling into the ocean. Once here, he dials the fire department, walks atop phone wires and finally sails away with a bunch of balloons.

Discussion Questions:

How does one learn what rules are? Which rule infraction was the most serious? How did George behave when he realized he was breaking a rule?

RELATION TO LITERATURE—INTERMEDIATE

The Good of It All by Geraldine Richelson. Illustrated by Claude Lapointe. A Harlin Quist Book, c1975.

Sammy Flynn is convinced life is tough for a kid because it's boring doing things you should. Sammy and his friend Amanda Lynn talk over the unreasonable rules imposed by adults. They agree that when they're grown up they'll change the "being good" rules. Only then do they realize that by then they won't be small, so "what's the good of it all?"

Activities:

Students could use their criteria established earlier to evaluate each of the rules that Sammy complains about. Some sample rules he despises are such things as washing your hands before dinner, not hitting your little brother, and being quiet. Each rule could get a one, two, or three star rating, depending on how well it met the criteria established earlier. Even though some rules may be three-star rules, Sammy doesn't like them. Why do we dislike some rules?

Follow Up Discussion:

Discuss and list alternative courses of action students could take in reaction to a rule they do not agree with. Rank order the alternatives from best to worst idea. Perhaps they might pursue one of the alternatives they suggest.

The Slave Dancer by Paula Fox. New York: Dell, 1973.

The Slave Dancer is the story of the ill-fated slave ship, the Moonlight. It centers around the plot of young Jessie Bollier who was kidnapped and brought aboard the ship to play his fife and dance the slaves. The ship's captain is cruel and unfeeling and the social structure that evolves on board offers opportunities to explore questions of power and authority. This Newbery winner is sensitive historical fiction, but has received significant criticism from Interracial Council for Children's Books for its portrayal of the nameless black slaves.

Mrs. Frisby and the Rats of NIMH by Robert O'Brien. Illustrated by Zena Bernstein. New York: Atheneum, 1972.

Mrs. Frisby lives on a farm with her family of mouse children. When it appears that she'll need help to move her family to summer quarters, she turns to a wise old owl for help. Through the owl she meets the rats, members of a top-secret underground society of which her late husband was a colleague. This unique group is composed of rats of phenomenal ability: they can read, calculate, and are generally highly superior to the humans that they must outwit. This Newbery winner is a powerful story about authority, courage, and injustice.

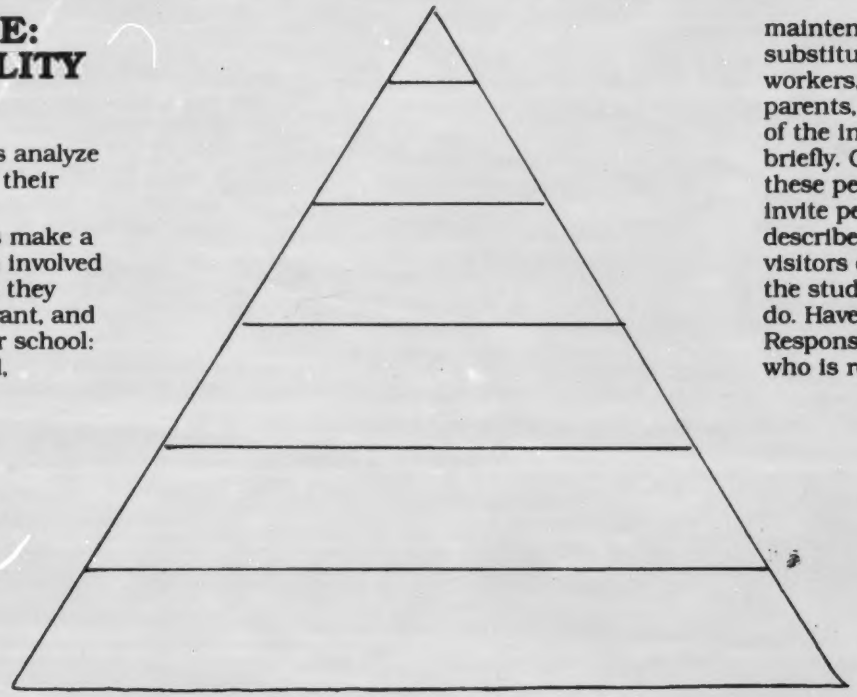
Activities:

Another fine anthropomorphic tale for older students is ***Watership Down*** by Richard Adams (New York: Macmillan, 1972). Excellent for reading aloud, this story would provide a basis for a comparative study of the two animal societies, complete with authority pyramids, rules of survival and types of enforcement.

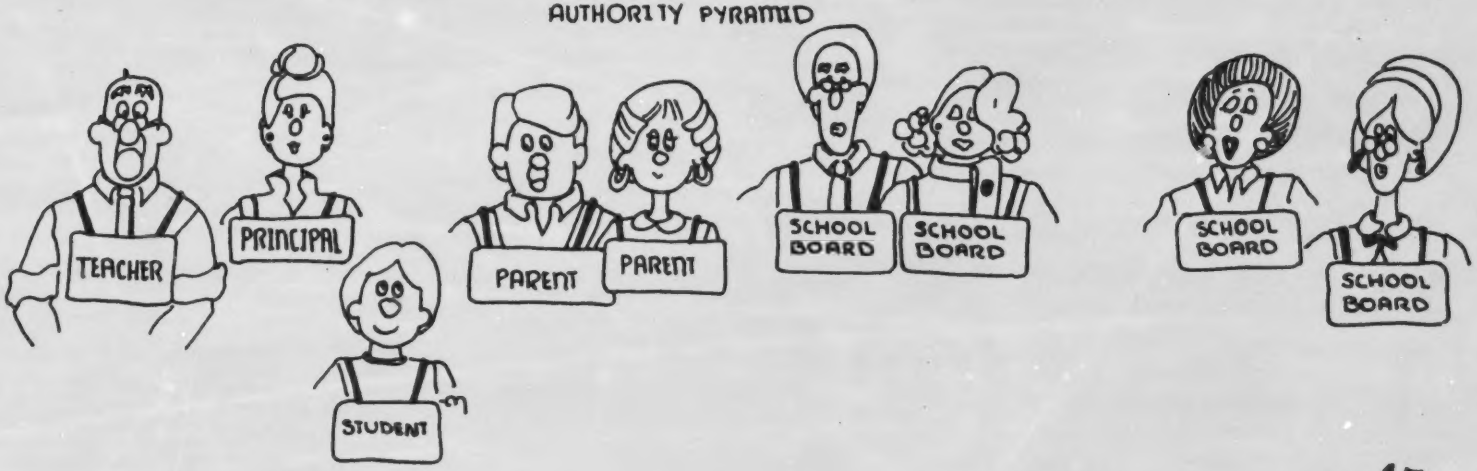
VI. GOVERNANCE: RESPONSIBILITY PYRAMID

Purpose: To have students analyze the structure of authority of their school.

Procedure: Have the class make a list of all the different people involved in running a school. Be sure they include the following, if relevant, and any other individuals in your school: Teachers, students, principal, maintenance, teacher aides, substitutes, librarian, cafeteria workers, secretary, superintendent, parents, school board, etc. Discuss each of the individual's responsibilities briefly. Older students may interview these people. For younger students, invite people to come to your class and describe their jobs. These "in house" visitors could also conduct tours for the students to show them what they do. Have the class construct a Responsibility Pyramid which indicates who is responsible for what.



AUTHORITY PYRAMID



THEME THREE: Rules and laws frequently evolve from customs and practices with which most people voluntarily comply.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- customs, traditions, holidays, voluntary behavior, climate, weather

UNDERSTANDINGS

- Rules and laws help us to live together in an orderly way.
- It is easier to live together if people do some things the same way.
- People celebrate things that they believe are important.
- Nations, people, places and things are rooted in the past.
- The transmission of culture is an important human need.
- Physical features, weather, and climate influence the way of life in an area or region.

KEY SKILLS

- Creating rules in response to hypothetical situations
- Interacting with others to share ideas
- Visual analysis; determining point of view
- Extracting pertinent information from hypotheticals

II. MOTIVATING ACTIVITY: VOLUNTARY COMPLIANCE

Discussion Questions:

Use the following questions to elicit from the class the ways in which they voluntarily comply.

A. When you are walking on the sidewalk, which side do you walk on?

(You might point out that not all of the people in the world walk or drive on the right side. In Japan, for example, people walk on the left.)

B. If you get on a bus and there are no seats, what do you do?

(When students answer "Stand in the aisle" press them with questions such as; Is this fair when you have paid the same as all of the other passengers who are seated? Don't you deserve a seat? This is an example of how people go along with, or voluntarily comply, with the agreed upon rule that whoever gets on the bus first gets a seat.)

C. You want to see a movie. When you get to the theatre, there is a line at the ticket booth. What do you do?

(People accept the idea that they will have to wait in line. Ask the class how they feel when someone cuts in line. No doubt they will tell you that it makes them angry because it isn't fair.)

What is Voluntary Compliance?

The concept of voluntary compliance is basic to our legal system. This means that most people obey the laws, most of the time. If they didn't, the system simply would not operate. It would be impossible for us to live together in any kind of peace or safety if we couldn't assume that most people voluntarily comply. When you ask young people why they obey the law, typically you will get answers about being punished or fined if they don't. There will usually be reference to police officers, courts, prisons, etc. Few children raise the concept of voluntary compliance but it is a very important one to bring out in a discussion about our legal system. You might initiate a discussion on this topic by asking the class about ways in which they voluntarily comply.

III. LEARNING ACTIVITIES

Create a Holiday

Purpose: To show the relationship between cultural values and how people celebrate those values.

Procedure: Discuss holidays in general. After the children have determined **how** holidays come into practice, the class could list well-known and little-known holidays, i.e. Mother's Day, Grandparents' Day, Patriot's Day, Martin Luther King Day, etc. Some of these are meant to honor famous Americans (Washington, Lincoln, King); others celebrate specific groups of people (mothers, patriots, veterans); others stem from religious or ancient holidays (Halloween, Hannukah, Easter). The teacher and students could bring in greeting cards from various holidays for a display.

Many holidays come into being because an individual or a group decides to honor someone or something. For example, Anna Jarvis wanted to honor her deceased mother by having mothers everywhere be treated to a letter, a flower or a special visit. Little did she suspect that her crusade for remembering mothers would be voted on by Congress! In 1912, Congress made Mother's Day a national holiday because so many people had celebrated it.

The children might think it fun to create their own holiday. Using any one of a variety of art techniques (i.e. potato printing, collage, paper sculpture, crayon relief), each child could make a poster or card to celebrate "his" or "her" own holiday. Perhaps the class could vote on the idea they like best and the students could actually celebrate. Examples:

NATIONAL CHOCOLATE DAY
GRASSHOPPER DAY
BE KIND TO SIXTH GRADERS DAY
MAKE A NEW FRIEND DAY

Halloween Behavior

Purpose: To identify appropriate behavior versus inappropriate behavior and the reasons for prescribing behavior.

Procedure: Examine the visual on Halloween. What is happening? What are some good rules for behavior on Halloween? Why might we need rules to follow?

IV. CURRICULUM CORRELATION: CUSTOMS AND PRACTICES

Greetings, Fighting and Hat Tipping

Purpose: To have student analyze customs and practices in their own and other cultures.

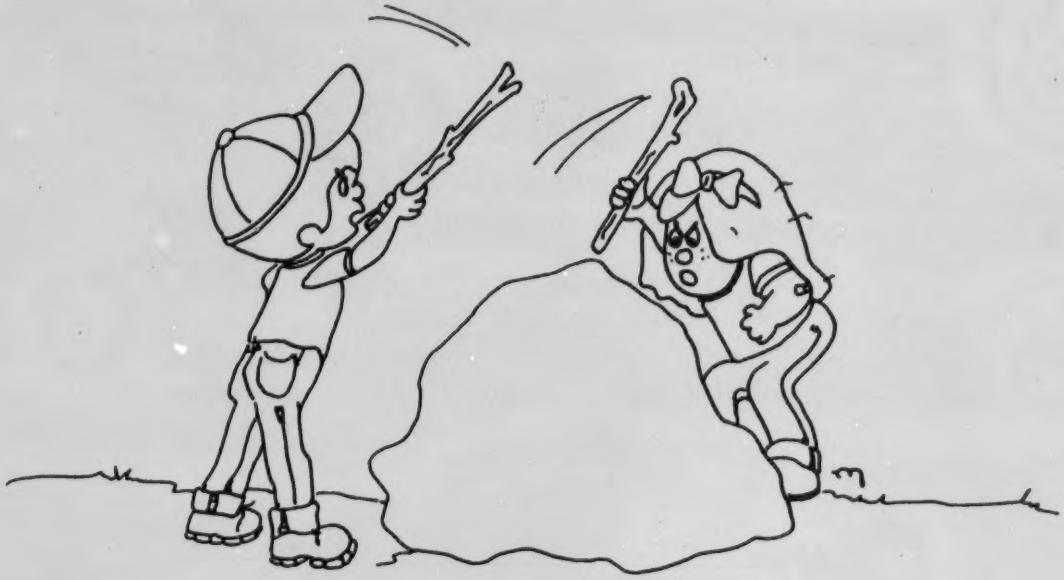
Background: Customs and practices are ways of behaving in a particular culture. People learn these things from older people when they are very young. These ways of doing things are passed on from one generation to another until people begin to think their way may be the only way of doing something. But different cultures have different customs.

Hello and Good-Bye

In our culture people wave when they say "Good-bye." One of the first things that babies learn how to do is to wave "Bye Bye". However, this same gesture in Japan means to "Come here" or "Follow me".

Fighting

Discuss the ways in which people in our culture fight, including verbal and physical fighting. Explain that this might be done quite differently in another culture. For example, an Indian child in South America fights quite differently from a child in New York. When two Indian children get mad at each other, they each pick up a stick, take them to a rock and start hitting the rock. They do this until one stick breaks. The one whose stick breaks first is the winner. Ask your class if this seems to be a better way to resolve a conflict.



Where Do Customs Come From?

Some of our very common customs have interesting origins.

Handshaking

In our culture, and in some other cultures, handshaking is something that people do when they meet each other. It is a sign of friendship. Long ago when people met each other they would extend their right hand to show that they were not holding weapons and that they intended no harm.

Hat Tipping

Although this is a less common custom today because fewer people wear hats, you will still sometimes see a man tip his hat. Long ago when knights wore suits of armor, this included a head covering of iron with a little door over the face. A knight would raise the door when he met someone to show that there was a smile on his face and that he meant no harm.

For more interesting customs see: ***All About Us*** by Eva Knox Evans. PB Edition Golden Press, Western Publishing Company, Inc. 1968.

V. RELATION TO LITERATURE—PRIMARY

Helga's Dowry by Tomie De Paola. New York: Harcourt Brace Jovanovich, 1977.

Helga is the loveliest troll around; unfortunately, she is also the poorest. She has no dowry and is spurned by Lars who wants to marry Plain Inge with her thirty cows, three chests of gold, and acres of land. Not a troll to take things sitting down, Helga determines to acquire her own dowry, and she does with surprising results. De Paola's lumpy charmers are well-suited to this fanciful tale.

Activities:

Young children probably do not know what a dowry is. After hearing ***Helga's Dowry***, they can give some interesting definitions. Explain that dowries used to be the custom in many cultures; ask them what they think about dowries. Why did Lars want to marry someone with a large dowry? What could Lars' dowry be, if he had one?

Another related topic is that of arranged marriages. In medieval times, babies were often betrothed to one another. When they grew up, they had to marry because a betrothal was a legal ceremony. Have the children comment on that practice. Do they think that arranged marriages would work today? Would they like to be part of an arranged marriage?

Visiting Pamela by Norma Klein. Illustrated by Kay Chorao New York: Dial, 1979.

Carrie doesn't like to visit. She doesn't like to go home a different way from school; she wants cookies for a snack, not grapes with seeds; and Pamela's dog and baby brother make her uncomfortable. As she gradually begins to relax, knowing her mommy is coming to pick her up, she begins to enjoy her visit with Pamela.

Activities:

Many children feel the way Carrie does; others love to go visiting. By allowing both types of children to respond to questions, and helping students draw analogies to their own feelings and behavior, the teacher will help the children develop the sense of seeing both sides of a situation.

Sample Questions:

Tell about a time when you went visiting. How did you get there? Who was home? What did you eat? What games did you play? What was the best thing that happened? The worst? Were you happy to leave? Would you like to go back? Have you had company recently? How did the company behave? What are some rules we should follow when we have company? What about when we **are** the company?

Please and Thank You Book by Richard Scarry. New York: Random House, 1973.

Seven short comedies starring the ever-popular Lowly Worm, Huckle Cat, and Bunny family illustrate the need for manners and rules. Pig Will helps around the house; Pig Won't refuses, but learns his lesson. Lowly learns some manners at Tilly's for tea and he introduces the reader to a variety of Horrid Pests. This type of book is a great attention-getter; but it should be a supplement to literature that is more substantial.

RELATION TO LITERATURE—INTERMEDIATE

The Maude Reed Tale by Norah Lofts. Illustrated by Anne and Janet Grahame Johnston. New York: Thomas Nelson, Inc., 1971.

Maude Reed wants to be a wool merchant; her brother wants to be a minstrel. This story, set in the Middle Ages, asks interesting questions about the role of the female as Maude runs away, overcomes many obstacles, and triumphs with a new understanding of herself.

Activities:

The role of women has customarily been a docile, nurturing one. In the past century, women have made great strides in developing facets of their personalities heretofore played down. Maude Reed is a feisty example of a young women who broke away from the mold. This book could serve as a starting point for a project on women and their rights. Children could research women who fought against the customs of their times, i.e. Elizabeth Blackwell, Queen Elizabeth I, Sojourner Truth, Nellie Bly. Discussion could center around legislation about the rights of women as well as ERA.

A Hunter Comes Home by Ann Turner. New York: Crown, 1980.

Jonas, an Eskimo teenager, is desperately trying to figure out where he fits in. Is it away at the white man's high school? Is it out on the ice, hunting seal? Is it conforming entirely to the ways of owl-man, his grandfather? He tries to satisfy others yet can never please himself and so is frustrated and angry. How he comes to terms with his own individual values is the theme of this exciting and remarkable book about a contrast of cultures.

Activity:

Have the students identify the varying degrees of conflict between the "old" and "new" ways. These should include speech patterns, clothing, transportation, ambitions, food, etc.

The Bronze Bow by Elizabeth Speare. Boston: Houghton Mifflin, 1961.

This Newbery award-winning book tells the moving story of young Daniel Bar Jamin, a blacksmith whose parents where murdered by invading Roman armies in Israel. The boy becomes a zealot and follower of Jesus, the carpenter. The book presents many opportunities for exploring how customs, religious law and Roman law played important and often conflicting roles in the lives of the story characters.

Activities:

Comparisons could be made between religious law, custom, and Roman law. The teacher or students could present several situations for the students to utilize. The students could respond to the given situation in the manner of the group they have chosen.

Example: What happens when a group wants to take over a village? How would the Romans do it? The guerillas? The priests? How would the villagers react?

VI. GOVERNANCE

Laws, Rules and Environment

Purpose: To demonstrate how physical features, weather, and climate influence the way of life in an area or region and to show the relationship between the environment and rules.

Procedure: Discuss how certain kinds of weather create different problems and different needs for people. Have the students create rules that would be needed in the following situations.

1. The time is just before recess. You are at school. Outside the snow has been falling for several hours. It is that wonderful, sticky snow that makes terrific snowballs. The principal announces a rule over the public address system. What is the announcement?
2. It is the month of December. You have just received a new pair of ice skates and can't wait to try them out on a pond near your home. You **think** the pond is frozen. Your parent makes a rule. What is it?
3. There has been a flood in a community. People have had to evacuate their homes because of the danger. You have heard that several empty homes have been vandalized after dark by gangs. A rule is announced regarding a curfew. What is it?
4. You live in a climate where the temperature goes far below zero. It is very dangerous to run when the temperature gets below a certain level because you can't get enough oxygen. The town governing board decides to pass a law for the safety of the people. What is the law?

The Crowded Conditions Simulation

Background: Students sometimes have difficulty appreciating how much environment can influence people. If your students live in crowded conditions ask them what kinds of problems this creates and what kinds of conflicts arise. Try the **Conditions Simulation** as an experiment.

Purpose: To analyze how changes in environment can create new problems to deal with and how different conditions require new rules.

Procedure: Tell your students that the following announcement has just come from the superintendent's office. Read it to them.

> "This office has just been informed that the enrollment in this school district is going to quadruple next year. We are trying to decide how to accommodate all the children who will be coming to our schools. One alternative that we are considering is to divide all of the classrooms into four rooms but we are not sure whether or not this will work. Your teacher has agreed to try an experiment with this class to see whether or not this idea is worthwhile. The experiment will mean that you will confine yourselves to a quarter of the space you are presently using and conduct all classroom activity in that space. The teacher will also be limited to that space. Your teacher will tell you when to end the experiment. Thank you for helping us to try out this new idea."
>
> Signed: Superintendent of Schools

Arrange the classroom so that only one fourth of the space is used. Have the students help you decide how to do this. You might want to put masking tape on the floor to mark off the area. Continue the experiment at your own discretion. The students will probably think it will be fun for a while but they and you should run into some difficulties in this confined space. Have them generate some rules to govern behavior under these new conditions.

Follow Up Discussion:

Terminate the experiment when you feel it has run its course, or if the situation gets out of hand. Return your classroom to its normal arrangement before you have the follow up discussion. Do not keep them in the crowded conditions because it will be very difficult for them to focus their attention on your questions.

- What problems were encountered?
- How did the needs of the group change?
- What rules helped? What other rules might have helped?

THEME FOUR: People in different settings create laws and rules for different reasons.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- authority, power, responsibility, communication

UNDERSTANDINGS

- Different rules and authority are appropriate for different settings.
- Rule-making should be related to the needs of the people in certain settings.
- To be fair and consistent, laws need to be communicated in written form.
- People who have authority also have certain responsibilities.

KEY SKILLS

- Visual analysis
- Inferring general characteristics from specific examples
- Brainstorming alternatives
- Categorizing information
- Considering the consequence of action
- Interview skills: collecting and analyzing data
- Communicating: influencing others to consider your point of view

58

II. MOTIVATING ACTIVITY

Who's In Charge

Purpose: To demonstrate that people who have authority in certain situations also have responsibilities.

Procedure: Even very young children understand that in most situations, someone is "in charge". That someone has certain rights or responsibilities connected to this authority and students can identify the reasons for that authority. Use the following questions with the visual.

- Who is "in charge"?
- Why is it necessary to have someone "in charge"?
- What rights or responsibilities does that person have?

The Concept of Authority

When discussing rights, responsibilities, rules and laws students will often make statements such as, "It's a free country", "I have my rights".

Sometimes teachers are hesitant to discuss students' rights or encourage student governance because students get the idea that they can dispute the teacher's or the school's authority. A general discussion of the concept of authority can be helpful to place students' rights and governance in perspective. This way the teacher can dispense with and better handle students' comments such as...Let's make a law against homework, or Let's make a law about extending recess, etc.

Reprint, or read the following definition of the word AUTHORITY.

AUTHORITY—(1) the power or right to give orders and make others obey, or to take specific action. (2) a person or group with such power. (3) a person with specialized knowledge, a book etc. that can supply information i.e., She is an authority on spiders.*

People in Charge: Matching

Put the first list of places on the chalkboard then read the various roles. Have the class match the role with the situation. Discuss reasons for authority and responsibilities involved.

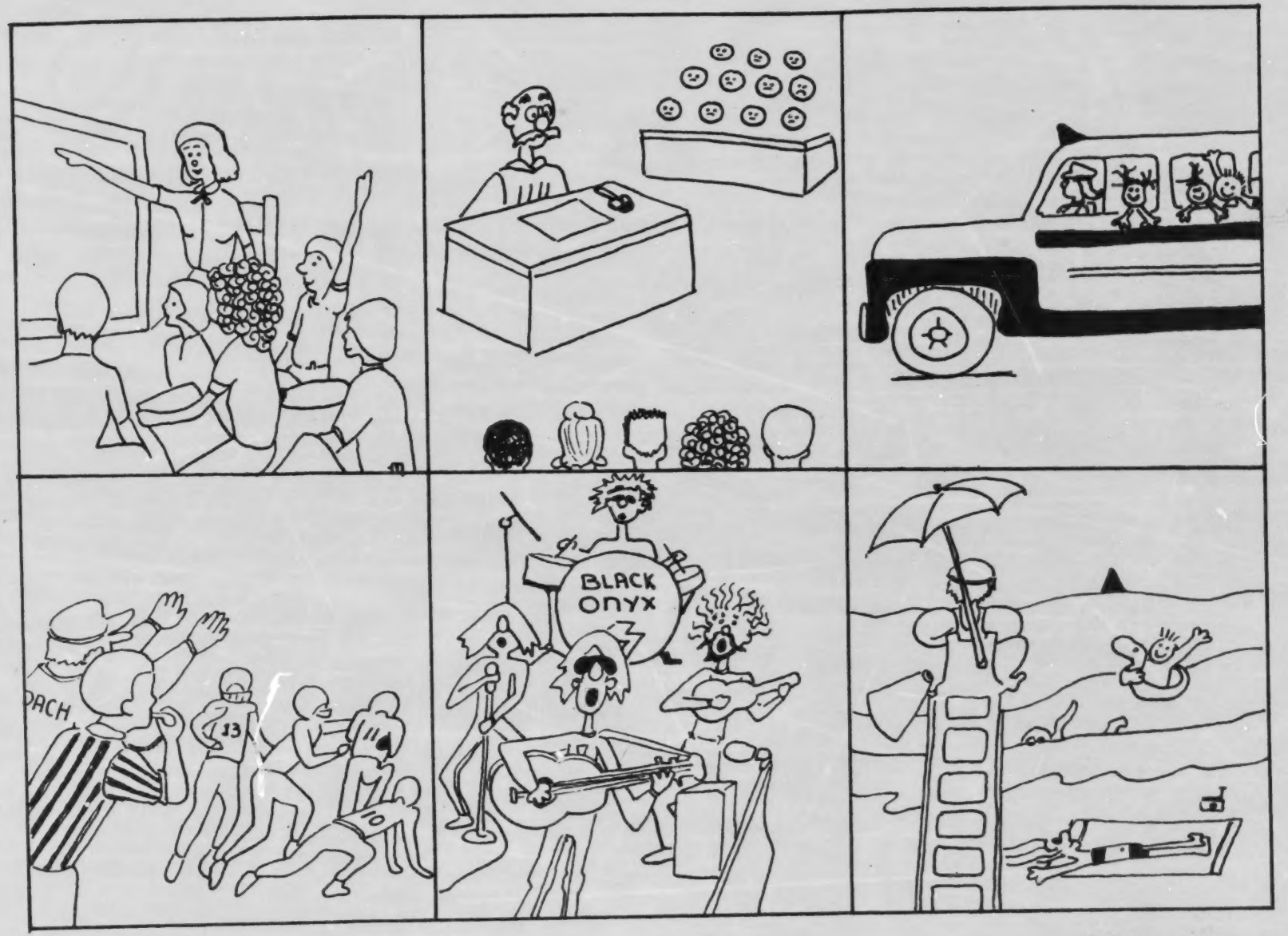
Place	Person
courtroom	judge
supermarket	manager
school	teacher
fire station	fire chief
summer camp	counselor

Brainstorm other ideas. What other places do you go? Is there someone in charge? If so, what are that person's responsibilities.

*Oxford American Dictionary. Copyright 1980. Oxford University Press, Inc.

59

THEME FOUR: People in different settings create laws and rules for different reasons.



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61

III. LEARNING ACTIVITIES

Interviews: Roles and Responsibilities

Purpose: Recognizing relationships between roles and responsibilities.

Procedure: Have students select a person who has some authority to interview. It might be good to have two students interview each person. The following are suggestions:

- parents
- crossing guards
- custodians
- teachers
- police officers
- principals
- school board members
- teacher aides
- local government officials
- probation officers

Have the students prepare a list of questions to direct their interviews. Some questions to include are:

- Describe the purpose of your job.
- What are your responsibilities?
- Do you have to tell people what to do?
- What is the most difficult part of your job?
- What are the important qualities for a person to have to do your job?

Follow Up Activity:

Have the students report to the class on their interviews. Discuss the similarities and differences in the role responsibilities. Discuss the qualities for each position. Have the students talk about the kind of person they would want to hold each job. Focus specifically on the qualities for someone "in charge", if you are going to do the next activity.

Learning Activities *(Cont.)*

Hiring the Park Director: A Simulation

Purpose: To further develop the understanding that different settings require different kinds of authority and leadership and to apply generalizations developed in previous activities.

Procedure: Tell your class that they are to imagine that they are members of a community and that a new recreation park is going to be opened. A number of people have applied for the position and the following two individuals are the final candidates. Have them select five students to be on the Hiring Board and two students to play the roles of the applicants. The board will interview the applicants and decide which of the two people should get the job. You may add more candidates or elaborate on the qualifications of the two people.

Ms. Agnes Dobratz

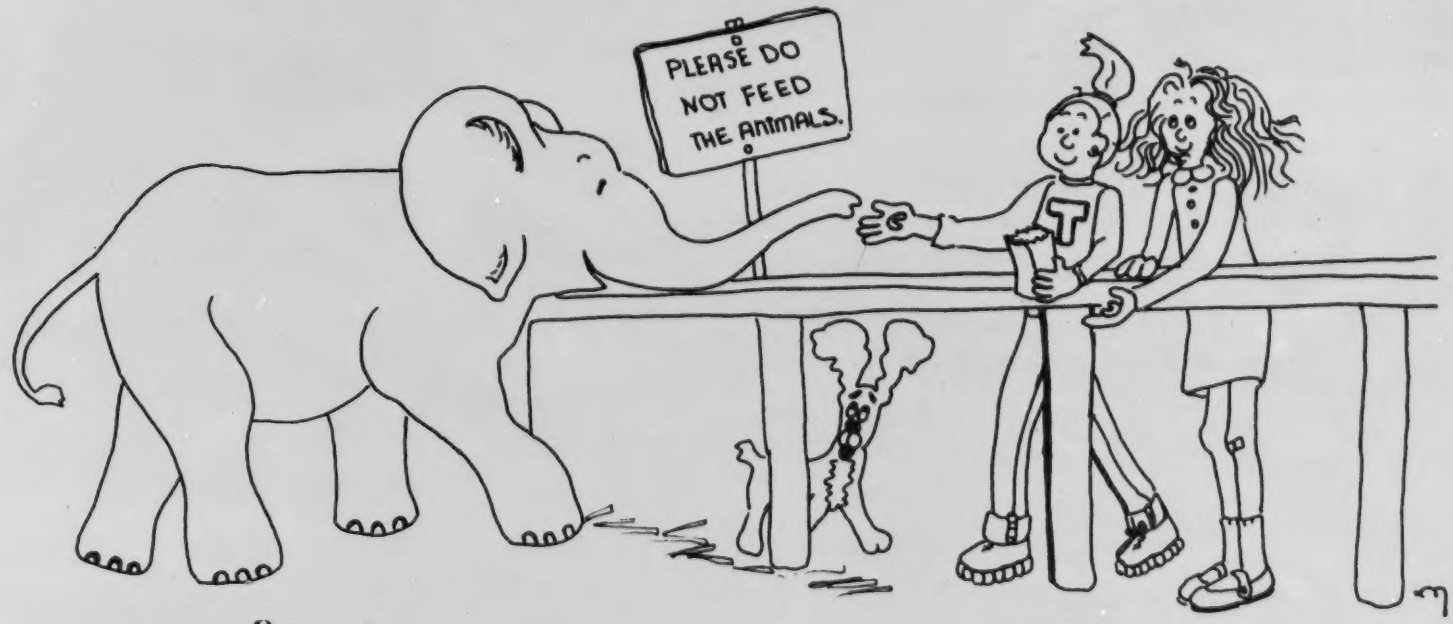
She is very experienced in recreation work. She has done this kind of work for the past five years and has excellent letters of recommendation from previous employers. She is a very fair person and always listens to both sides of any argument. She believes that everyone should be included in activities at the park. She is very strict about care of a park and of the playing equipment. She will enforce serious punishment for any vandalism.

Mr. Harold Claypool

Mr. Claypool is also very experienced in recreation work and has excellent letters of recommendation. He is a very friendly person and likes to join in activities. He doesn't worry much about the equipment and says he believes in letting people do whatever they want. He doesn't like to get involved in settling disputes.

Questions for Visual:

- Is this girl breaking a rule?
- What is the purpose of this rule?



64

65

IV. CURRICULUM CORRELATION

The Need for Written Laws

Purpose: To understand the significance of written laws as opposed to laws passed on verbally.

Procedure: Play a game of "Gossip" or "Telephone". Have your class sit in a circle. Whisper a sentence to the first person. Have each person pass-it-on by whispering. The last person should say the sentence out loud. It **should** be quite different from the original statement.

Suggested Starter:

- Always turn the lights on with your right hand, keeping your left foot forward and your left hand raised above your head.

Follow Up Activity:

Simplifying Rules

Purpose: To have students listen carefully and rewrite a rule that should be familiar to all of them.

Procedure: Read the following rule: "As you approach a curb that borders a street used by automotive vehicles, follow this procedure carefully. Rotate your head ninety degrees in one direction and then return it to the facing front position. Follow this action by rotating your head ninety degrees in the opposite direction of the first movement. After having completed both of these actions satisfactorily determining that there are no vehicles approaching from either direction, place one foot on the street. Then place the other foot directly in front of the first. Continue to place one foot in front of the other until you have reached the curb directly opposite to the one on which you were originally standing."

LOOK BOTH WAYS BEFORE CROSSING

Writing Laws

Purpose: To explore the significance of written laws.

Procedure: Once laws and rules were decided upon, they needed to be written down so that all could see what they were. This served as a protection to the people because once these laws were "coded", they could not be changed arbitrarily.

Ancient people had interesting ways of writing down their laws. Depending upon their knowledge of the civilization, the children could create laws that the Egyptians or Babylonians might have needed and then experiment with cuneiform writing and/or hieroglyphics.

Hammurabi's Laws: Using clay, plaster or basic salt dough and wooden sticks or drinking straws, have the children write an appropriate law in original cuneiform writing.

Hieroglyphics: Explain that hieroglyphics are actually picture writing. Have the children write a law for their own time or for ancient Egyptians and translate it into hieroglyphics. For example:

- Take only one jug of well water at a time.
- Camels must be fed and watered before people.

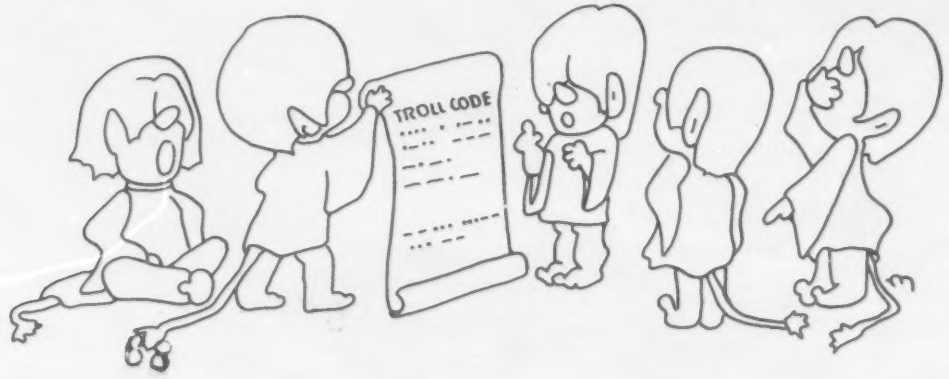
V. RELATION TO LITERATURE—PRIMARY

The Troll Book by Michael Berenstain. New York: Random House, 1980.

This intricately illustrated book about trolls depicts troll society in all its forms. Because trolls are a unique society, their rules are created to fill their special needs and fit their unique characteristics. ***The Troll Book*** shows trolls at work, at home, and at play and children will respond to the fanciful drawings and pseudoserious text.

Activities:

Children would enjoy adding their own interpretations to ideas about trolls by drawing pictures, working with clay, making dioramas, etc. Each creation could illustrate a segment of the Troll Code which the author states is a "collection of simple rules that govern troll behavior." Children could add their own rules to the ones given in the book.



The Elephant Who Couldn't Forget by Faith McNulty. Illustrated by Marc Simont. New York: Harper & Row, 1980.

Congo is a young member of elephant society who believes in following the rules that he has been taught: Young elephants never leave their mother's side; Very young elephants are indulged but are expected to learn to behave when older; One must wait in line to drink water. His brother, Zambesi, breaks an important rule and Congo refuses to forget the mistake. Everyone is miserable until Congo learns the most important rule of all.

Activity:

Make a chart of the rules of elephant society. Compare these rules to rules that families set. The children can determine which rules are necessary for survival, which are safety rules and which are etiquette.

In My Mother's House by Ann Nolan Clark. Illustrated by Velino Herrara. New York: Viking, 1941.

This classic describes life in a matriarchal Tewa Indian village through the eyes of a young Tesuque child. The story highlights customs and rituals which order the life of the people of the village. The story is beautifully written with poetic qualities that come alive with oral reading.

Activities:

The children could make a mural of the people in the story at work in the village. Next to each, indicate the function each performs. Ask some "what if" questions: What if the fathers refused to teach the sons how to repair the irrigation ditches? Help the children to recognize the fact that each villager had a role in the self-sufficient pueblo society and that performing that role according to custom led to order in the village.

The Tewa of Santa Fe, New Mexico had rules about not wasting water. Why do you think they had such rules? Students could predict the results of wasting water by writing a story or enacting a skit about "The Day the Ditches Went Dry."

Do we have rules about wasting things? The children could make a list of all things we must be careful not to waste and make posters encouraging conservation of all these things. A perfect analogy could be drawn to the energy crisis.

THEME FOUR: People in different settings create laws and rules for different reasons.

RELATION TO LITERATURE—INTERMEDIATE

Song for a Dark Queen by Rosemary Sutcliff. New York: Crowell, 1978.

This is a wonderful read-aloud, full of mythical ambiance and dark rituals. Boudicca was Queen of the Iceni, one of the tribes in Britain at the time of the Roman occupation. She leads her tribe against the Romans and succeeds in devastating the army before she in turn sacrifices herself. Rosemary Sutcliff's exemplary research is highlighted by an authentic map, historical notes and an inclusive glossary.

Activities:

Depending on the age and interest of the class, this study of the Iceni could lead to investigation of other tribes. The Roman army was able to conquer an enormous empire largely due to the amount of discipline that was maintained. The students could compare the social structure of the Roman army with those of the tribes inhabiting Britain.

The Gift of Sarah Barker by Jane Yolen. New York: Viking, 1981.

This is a most unusual love story, set in a Shaker community in the late eighteen-hundreds. Sarah and Abel are Shakers and because of this they are not allowed to speak or touch or even dream about one another. The Shaker community is a strict one; each individual is expected to work for the good of the whole group and abandon worldly relationships, even with parents and siblings. Sarah and Abel must fight their own natures and decide what they know to be right for them—even while risking the love and respect of the people they live with.

Activities:

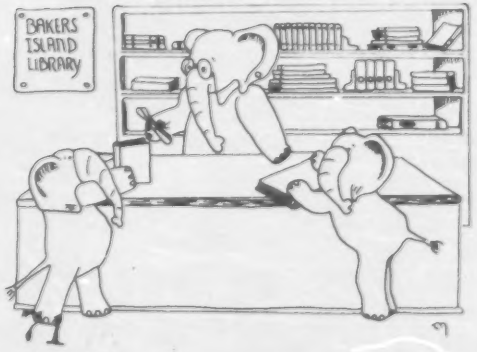
The Shakers were a unique culture and their rules and customs provide a fascinating subject for older elementary children. Using this book and ***Simple Gifts*** (New York: Viking, 1976) by Jane Yolen, the class could reconstruct the rules of Shaker life to see how they apply to themselves. How would they feel about being forbidden to speak to their fathers? Brothers or sisters? Mothers?

Are You There, God? It's Me, Margaret by Judy Blume. New York: Bradbury, 1970.

This is probably Judy Blume's most famous book. Told in the casual first person style that is her trademark, this is the story of a religion-conscious Margaret who has just moved to the suburbs. She joins a secret club of other girls in her class and must adhere to the rigid rules that they impose, peer group rules that are vitally important to children of this age. Margaret goes to a party (complete with Spin the Bottle), is preoccupied with her physical maturation, and reaches a comfortable religious compromise.

Activities:

Since most fifth and sixth graders have read ***Are You There, God? It's Me, Margaret***, the teacher could begin a discussion about Margaret's secret club, the PTL's, and the rules imposed by the group. This also has the advantage of avoiding the overabundance of talk about menstruation that exists in the book. Ask the children about secret clubs they have participated in, what the rules were, who was allowed to join. This discussion could be expanded into one about organizations that refuse to admit people on the basis of sex, race, religion, etc. When is this allowable? When is it inexcusable?



VI. GOVERNANCE

Safety Maps for the School

Purpose: To develop skill in determining safe places to play by having the students review the areas in the school and outside of the school.

Procedure: Explain that the class is going to develop a safety map for the school. They will tour the building and the playground to decide which places are safe to play certain games and which grades should use which areas. Conduct the tour pointing out specific aspects of each area that are important for circle games, running games, free play, etc. Design your Safety Map first on the chalkboard, then transfer it to poster board for a display. You might want to reproduce the map on mimeograph for other classes.

No Dogs Allowed in the Park

Questions for Visual:

- Is this boy breaking a rule?
- What is the purpose of this rule?
- What is the purpose of a park? What other rules do you think are necessary to protect the purpose of the park?
- What would happen if everyone broke this rule?

THEME FIVE: Different people in different settings enforce rules and laws in different ways.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- authority, power, regulatory agencies, checks and balances

UNDERSTANDINGS

- In a given setting certain individuals have the power to make rules.
- In some situations the rule makers are also the rule enforcers.
- The United States legal system separates the role of law enforcer from the role of law maker.
- Regulatory agencies are given specific authority to regulate different aspects of our lives.
- Regulatory agencies are created by the government.
- Different kinds of authority have different functions.

KEY SKILLS

- Extracting pertinent information from cases and hypothetical situations
- Role playing situations requiring decision making and evaluation of arguments
- Researching and organizing information
- Identifying the need for varying decision-making processes.

II. MOTIVATING ACTIVITY*

Motivating Activity *(Cont.)*

The Case of The Doggie Delicious Dogfood

Purpose: To demonstrate how regulatory agencies (Federal Trade Commission) can protect people from false or misleading advertising.

Procedure: Read the **Case of The Doggie Delicious Dogfood** to your class. Use the questions to conduct a discussion.

"Get some Doggie Delicious, Mommy. Please, please, please," whined eight year old Maria Santos. "All dogs love Doggie Delicious and I know Marmaduke will love it, too."

Mrs. Santos put the box of Doggie Delicious in her shopping cart and silently cursed the television commercial her daughter had seen that morning. Doggie Delicious was the most expensive dog food in the store. "Oh well," she thought to herself, "maybe Marmaduke will like it and will stop pestering us while we're eating dinner."

Marmaduke didn't love the Doggie Delicious. In fact, he didn't even eat one bite after he sniffed it.

"Now what do we do with that whole box of dog food!" Mrs. Santos demanded. "We certainly aren't going to eat it. More good money thrown away," she complained.

"But the dogs of TV eat it all up real fast," said Maria. "That was probably roast beef in the bowls," replied her mother.

Questions:

- How does television influence what you do or buy?
- Should commercials have to tell the truth about products?
- Why is this important?

Background for the Teacher

Makers of dog food commercials who use live animals have to have hungry animals who appear to enjoy the food if the commercial is going to be convincing. One way to do this is to not feed the animal for a while. Sometimes this was overdone with the dogs being starved for two or three days. This didn't work out too well because the dog would attack the food so viciously that it was frightening to the viewing audience. Or, even worse, the dog would wolf the food down so fast that he would throw it all up before the camera was turned off.

Another way to get a dog to eat a particular food is to add something to it. Even the fussiest dog will eat dog food with scraps of bacon or steak in it. The dog looks really hungry if a treat is buried at the bottom of the dish. The Federal Trade Commission has said that the dog food eaten by the actor dog must be the same as the one that is advertised or the advertiser is guilty of unfair and deceptive practices. Watch some commercials and see if you think the animal food has been doctored.*

*This section reprinted from ***YOU AND THE MARKETPLACE: A STUDY OF THE FEDERAL TRADE COMMISSION*** by Arlene F. Gallagher and William Gibson. United Graphics, Inc., 1979. Permission of the author and publisher.

III. LEARNING ACTIVITIES

Regulatory Agencies

Background for the Teacher:

There are many regulatory agencies in the United States that govern our daily lives. The following are examples that demonstrate the influence of regulatory agencies:

- Interstate Commerce Commission regulates railroads, trucks, buses, and pipelines.
- Federal Power Commission regulates the power lines.
- Federal Communications Commission regulates radio, television, telephone and telegraph industries.
- Food and Drug Administration regulates and sets standards for pure food and drug standards.
- The Federal Trade Commission regulates business practices, false advertising and influences many aspects of our daily life, such as:

schooling	buying
working	selling
safety	reading
health	shopping
clothing	paying bills
food	borrowing money
shelter	building
leisure	repairing

Most people watch television some of the time and television has enormous power to influence what people do. The following activity deals with one aspect of television and how the Federal Trade Commission can regulate.

Regulatory Hearing Panel

Purpose: To have students research the purpose of various regulatory agencies and be able to defend the need for such agencies.

Procedure: Have students select one of the regulatory agencies. It will be best if they do this in "research groups" to gather information.

Role Play: Select students from your class or another class to act as a decision-making body, **Regulatory Hearing Panel**, regarding the continuance of the regulatory agencies. They will listen to arguments from each agency describing why it should be continued. Introduce the simulation with the following commentary:

> "As many of you know, there is a great deal of pressure on the federal government to tighten its belt and cut spending. You have been called to this meeting today to help us find ways to save money. Various agencies will make presentations to you arguing the importance of their continuance. Frankly, the government could save a great deal of money by cutting back or eliminating the budgets of some of their agencies. It will be the job of the **Regulatory Hearing Panel** to listen to all of the presentations very carefully and then make recommendations at the end of the presentations to cut or eliminate agencies."

The presentation by the various agencies should include the following:

- Purpose of the agency
- Various jobs this agency does
- How the agency influences the daily lives of people
- What would be the risks or losses if the agency is eliminated?

IV. CURRICULUM CORRELATION

Distribution of Power

Purpose: To understand that the concept of distribution of power is a very basic and important principle of our legal system.

Procedure: Students could work in groups to make charts, diagrams, visual aids, skits and documentary type video tapes focusing on:

- Federal/state government responsibilities
- Powers of the three branches of the federal government
- Procedures of how a bill becomes a law
- Authority of chief regulatory agencies within the United States

Have groups report to the rest of the class on their research projects. Encourage them to use a variety of reporting techniques such as, quiz boards, simulations, role plays, etc.

Who Should Have Authority?

No one likes to be bossed around, especially children. They resent it when they are ordered to do something and no reason is given for the order. However, they can understand that some situations require direct, clear commands and there is neither time nor opportunity for explanations.

Ask the class to identify situations in which commands must be given and followed without questioning authority. Situations requiring safety and order are most obvious. Consider what authority is needed when there is a fire. What kind of authority is needed when a police officer is directing traffic. Under what circumstances is it better for the person in charge to delegate authority. Have the class make a chart with the following headings:

WHO SHOULD HAVE AUTHORITY?

One Person Decides **The Group Decides**

80 81

V. RELATION TO LITERATURE—PRIMARY

Strega Nona by Tomie de Paola. New Jersey: Prentice-Hall, 1975.

De Paola's engaging illustrations spice up this folk tale about Strega Nona—or Grandma Witch—who has a magic pasta pot. Big Anthony is hired to help around the cottage, NOT to use the magic pot. When Strega Nona goes away, Big Anthony feeds the whole town; but he doesn't know how to make the pot stop cooking. When she returns to find pasta all over, she devises an ingenious solution to the problem. This is one story where the punishment definitely fits the crime.

Activity:

"The punishment should fit the crime" is a commonly held opinion. The children might enjoy making up a list of outlandish crimes and devising appropriate punishments. Here are a few suggestions to get the class started:

- A boy steals three dozen turkey eggs and sells omelets.
- A witch changes boys and girls into chocolate candy.
- Someone sneaks into an ice cream shop and substitutes whipped liver for all the chocolate ice cream.
- A dragon uses his hot breath to burn Mr. Ashe's vegetable garden.

82

The 500 Hats of Bartholomew Cubbins by Dr. Seuss. New York: Vanguard, 1938.

Young Bartholomew Cubbins has the audacity to appear before the king with his hat on. This infuriates the king, but every time Bartholomew removes his hat, another appears. Despite the efforts of the wise men and the magicians, Bartholomew's head remains covered. Will Bartholomew be executed? Must he jump off the parapet of the highest building in the land? As usual, Seuss delights and Bartholomew is saved by the most magical hat of all.

Activities:

This story provides a hilarious occasion for a mock trial geared to second or third graders. The king could be judge or witness (this selection could stimulate a discussion on authority); the executioner, wise men, hat maker and naughty nephew could be witnesses; a jury of villagers would be appropriate.

First graders might like to create their own hats out of scrap materials. This could be followed by a discussion about authority, i.e. if the principal came in, would we be required to remove our hats? Why was that act important to the king? What do we do to show our respect for the principal? What could we do?

Mr. Mischief by Roger Hargreaves. Los Angeles: Price, Stern, Sloan, 1980.

Mr. Mischief is a terrible nuisance. He sends delicious cakes to Mr. Greedy which turn out to be made of mud. He puts molasses in Mr. Funny's hat. He deserves to learn a lesson! When he meets up with a wizard who doesn't like to be tricked, he finds out what it feels like to have a bed full of jam and a mouth full of sawdust. Afterwards, he is as good as gold...or is he?

does the punishment fit the crime?

83

RELATION TO LITERATURE— INTERMEDIATE

Pearl in the Egg by Dorothy Van Woerkom. Illustrated by Joe Lasker. New York: T.Y. Crowell, 1980.

This book can be used at both primary and intermediate levels. It would be best to read it out loud to younger students. Based on the actual existence of two female minstrels in the court of King Edward I, this meticulously researched tale of how Pearl joined the wanderers provides a flavored rendering of the pain and gladness of Merrie Olde England. Pearl and Gavin are orphaned serfs who decide to run away to escape the whims of the manor lord. They join with a group of traveling performers always fearful of the day when they might be discovered and returned to serfdom. Gavin decides that the life of a wanderer is not for him; instead, he opts for every serf's dream: that he will live within the walls of a town for a year and a day and therefore become a free man. Pearl is freed by the manor lord when she saves his life, risking her own freedom.

Activities:

This short novel is full of the laws of the times and some of the gruesome punishments. Students could list existing laws from the book and then try to answer questions that have more complicated answers.

- How would one know if a serf had lived in a town for exactly a year and a day?
- Why were the roads so dangerous for travelers?
- How would a person without money exist in a town?
- What jobs would be available?
- How did wandering troupes learn when the fairs or market days were?

The Perilous Gard by Elizabeth Marie Pope. Illustrated by Richard Cuffari. Boston: Houghton Mifflin, 1974.

Kate Sutton is banished to mysterious Elvenwood Hall, shouldering the blame for an angry letter written by her sister to Queen Mary Tudor. A variety of puzzles present themselves upon Kate's arrival. What do the songs of Randal, the minstrel, mean? What has happened to Sir Geoffrey's daughter? Why is Christopher held responsible? Not until Kate penetrates the labyrinthine depths of the Hall and learns the secrets of the people living within does she find the key that will unlock the hold that the spell of the Fairy Folk has on the people of Elvenwood, the perilous gard.

Activities:

Many varieties of punishment in two distinct societies are illustrated in this book: the ancient Druid-like characters and the often unjust practices of pre-Elizabethan days (the reign of Mary Tudor). It might be helpful to list the types of punishment shown (i.e. banishment, imprisonment, house arrest) and the crimes committed that warranted the punishment. Does the punishment fit the crime? Why or why not? What agencies or people were responsible for doling punishment out? How do they compare with those agencies we use today?

Relation to Literature— Intermediate (Continued on pg. 44)

Relation to Literature— Intermediate *(Cont.)*

In Summertime It's Tuffy by Judie Angell. New York: Bradbury Press, 1977.

Tuffy, alias Betsy Kandell, is spending the summer at Camp Ma-Sha-Na under the guidance of Uncle Otto, the camp director. Camp life is rampant with rules and Ma-Sha-Na is no exception, but Tuffy and her bunkmates suffer under Uncle Otto's iron hand. When a favored counselor breaks a rule due to unexpected circumstances, Tuffy unsuccessfully defends her to Uncle Otto and learns a few things about authority. This book is written in the bouncy, upbeat style that intermediate students find so appealing.

Activities:

Each segment of camp life has its rules and these rules are usually made for the good of the whole group rather then individuals. Children could divide into groups and each select a camp activity or circumstance that they could construct a set of rules. For example:

- Group fishing trip
- Kitchen duty
- Twenty mile hike and overnight
- Small group of campers become separated in woods
- Canoeing

Sheila, the girls' counselor, hitchhikes to meet her boyfriend on her day off. She returns long after she's due back. Sheila could be on trial using mock trial techniques.

Many children could participate in this activity, including Bob (the boyfriend), hypothetical drivers who gave Sheila a lift, Uncle Otto, other counselors, etc.

WELCOME TO CAMP MA-SHA-NA
DO NOT LITTER HELP KEEP OUR CAMP CLEAN
PLEASE CHECK IN AT OFFICE
BENDING TREES
BIRCH VALLEY
NO SWIMMING ALONE

VI. GOVERNANCE

Guest Speakers and Field Trips

Purpose: To expand student's awareness of how regulation is developed and enforced.

Background for the Teacher

The Motivating Activity in this theme focused on how regulatory agencies can protect individuals from the power of television advertising. The media has a strong influence on people and this is one of the reasons that television is regulated.

Procedure: Invite guests to your classroom to discuss their responsibilities and how they influence regulation. Representatives from regulatory agencies are usually quite willing to come to schools to speak about their jobs and public accountability. Have your students prepare questions in advance that will encourage interaction with the guest speaker. You might also include a visit to one or more places or agencies that are law-related:

- Courts
- Police stations
- Agencies of government

Separation of Law Enforcement and Law Making

Purpose: To show why our legal system separates the functions of law enforcement and law making.

Procedure: Read the following story and then use the questions to analyze this hypothetical.

The Unjust Justice*

Ned Farmer had been justice of the peace for sixteen years and he liked the job. That extra money sure did help when the crops weren't too good. Ned had a clever way to keep the money coming in. He used to sit on his front porch in his rocking chair watching the traffic on Route 72. Whenever he saw a car with an out-of-state license plate, he would shout at the driver to stop. The driver would usually stop about twenty yards from Ned's porch and then Ned would wave the driver to come back. The driver would make a U-turn and come back to see what Ned wanted. Then Ned would fine the driver twenty dollars for making an illegal U-turn.

Questions:

- What's wrong with Ned Farmer's kind of justice?
- What law would you make to prevent him from doing this?

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THEME SIX: Rules and laws are used to judge behavior and settle disputes.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- dispute, conflict, decision, plaintiff, defendant, judge, agreement, justice, liberty

UNDERSTANDINGS

- Different kinds of disputes require different solutions.
- Civil cases involve two or more parties that have a disagreement.
- Criminal cases involve situations in which someone is accused of breaking the law.
- Many civil disputes can be settled out of court.

KEY SKILLS

- Recognizing situations involving disagreement or conflict
- Identifying alternative ways for settling disputes
- Analyzing alternative solutions in terms of their possible consequences
- Choosing from alternatives based on a rational examination of available information

Questions:

- This looks like a nice gesture, giving flowers to the teacher. What is wrong?
- What if the flowers were growing by the side of a public street, or in a field, in the woods?

THEFT...Theft is the taking and carrying away of property with the intent to deprive the owner permanently.

90

91

II. MOTIVATING ACTIVITY

The Case Study Method

The case study method is used by lawyers to analyze a case. The following is a simplified version of the procedure they use. Have your class use the following sequence of questions to analyze the hypothetical situations.

1. Who are the parties involved?
2. When is the action taking place?
3. Where is the action taking place?
4. What has happened or what is the particular action involved?
5. What issue is to be resolved?
6. What rules, regulations, or laws are involved?
7. What should be decided? (If you are using a real case, ask what the court decided.)
8. What additional information would you need to make a decision?

Hypothetical Cases

Case 1: Susan, the teacher's pet, picks flowers and gives them to her teacher. The flowers were growing in Mrs. Spring's yard.

Case 2: Joseph doesn't think he should have to wear a tie to school. The school principal says he must if he wishes to continue to go to school.

Case 3: People who oppose the construction of a nuclear power plant go to the site to picket the area. They are arrested.

92

Case 4: Snake Wilson and Dirty Eddie steal a Mustang II from a parking lot.

Case 5: Wash-Away-Gray Hair Company sells a product that makes people's hair turn black but it falls out in seven days.

Case 6: Bill Jones cleans up the leaves on his lawn and dumps the bags of leaves in his neighbors yard.

Case 7: Sam Hill shovels the snow on the walk in front of his apartment but doesn't clear away the ice. A passing senior citizen falls and breaks his hip.

Case 8: John and Mary are seen fighting over a jump rope. Both claim to own it.

Case 9: Analyze the visual of the park bench. What is happening? The bench is in a public park. Who owns the bench? What law is being broken?

93

III. LEARNING ACTIVITY

Rights in Conflict: The Case of the Professional Tap Dancer

Harry and Bill lived in an apartment building. Harry's apartment was directly above Bill's. They were pretty good friends. Sometimes they went bowling together. Their friendship ended when Harry decided to become a professional tap dancer.

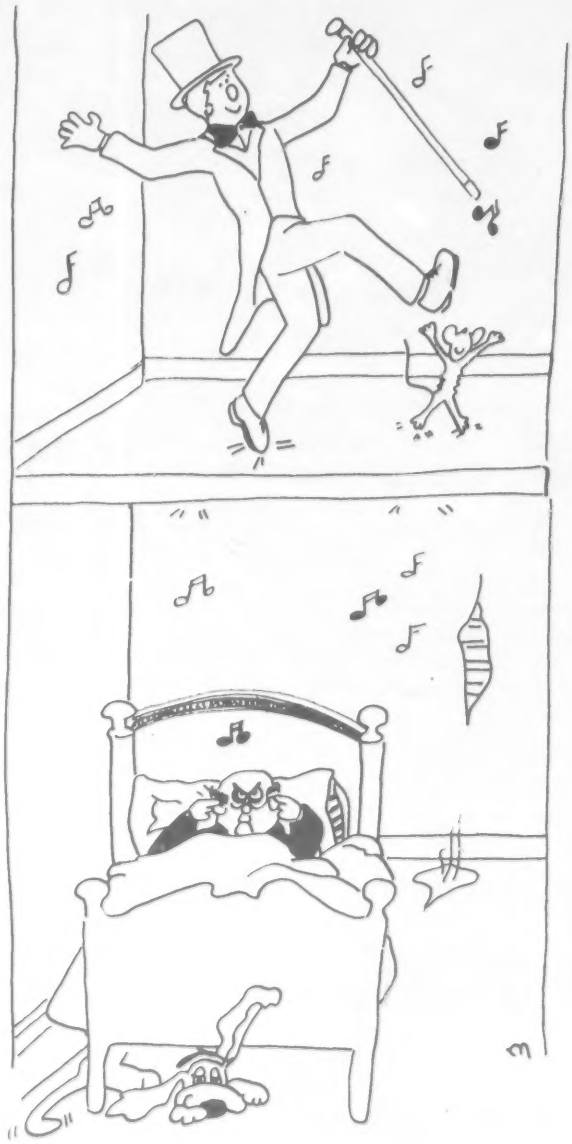
"I don't have anything against tap dancers, Harry," Bill said. "But do you have to practice **every** evening. The noise is driving me crazy."

"Sorry," said Harry. "But I have to practice if I'm going to be a pro. Besides, it's a free country, and I can do whatever I want in my own home. My home is my castle, as they say."

"Sure," said Bill. "But what about my rights? You're disturbing the peace. **My** peace."

Harry and Bill have a problem. Their rights are in conflict. Conflicts are a natural part of human relationships. Everyone gets into fights or arguments once in a while. Sometimes people can resolve their conflicts but sometimes they cannot. A third person can often help to resolve the conflict between two people. That person has to be someone who can see both sides of the argument and come up with a solution that's fair to both people. In a court, that "third person" is a judge.

94



In this case, what are the two rights that are in conflict?

1. Harry's right to practice his profession in his own home. Many people do this.
2. Bill's right to have peace and quiet in his own home. People have a right to a reasonable amount of quiet in their home.

There are many ways to resolve this conflict and some solutions are better than others because they are fairer to the people involved.

Rating Solutions

One way to evaluate a solution is to use the following scales.

Reasonable ..... Unreasonable
Peaceful ..... Violent
Fair for All ..... Unfair for Some
Legal ..... Illegal

Consider the following solutions to the problem.

Solution #1—Bill ties a rope across the stairs so that Harry will trip and break his ankle. No more tap dancing.

Solution #2—Bill buys ear plugs and that lessens the noise somewhat.

Solution #3—Harry and Bill switch apartments.

Solution #4—Bill and Harry agree on a schedule of tap dancing on alternate evenings.

Solution #5—Bill and Harry go to the landlord and have the landlord resolve the problem.

Solution #6—Your ideas.

95

Learning Activity *(Cont.)*

Pro Se or Small Claims Court

Background for the Teacher

In general there are two kinds of courts: civil and criminal. A Pro Se Court, or small claims court, is a civil court. Pro se means to "Speak for yourself".

Pro Se courts vary somewhat state to state but generally they are for plaintiffs that wish to sue for relatively small amounts of money. In many of these courts a person does not need to have a lawyer and the rules of courtroom procedure are simplified. This is a good way to introduce the idea of mock trials and courtroom purposes. In small claims court the judge, or a person designated to hear small claims cases, will listen to the plaintiff and the defendant and try to make a decision that is fair and will resolve the conflict. In some courts the judge will announce the decision and give an explanation for it. This is an excellent court to visit with elementary students because it is fairly easy to understand. Teachers can conduct small claims courts in their classrooms and give students an opportunity to experience the three roles of plaintiff, defendant, and judge.

Purpose: To give students opportunities to role play courtroom situations and to make decisions that are fair and rational.

96

Procedure: Divide your class into groups of three. Identify one person as the judge, one as the plaintiff, and one as the defendant. Ask the judges to step out into the hall while you read the case. Read the case to the rest of the students. Return the judges asking everyone to "rise" as they enter the room. Have each court hear the case and ask the judges to make a decision. The plaintiff will speak first because this is the person making the complaint. The defendant will then speak to the judge. After the judge makes a decision, switch the roles, allowing others to become judges. Use different cases.

Court Costs

Judges can waive or assign court costs to either the plaintiff or the defendant. The costs are usually minimal. In your Classroom Court you may want to have a $2 court cost. The judges may use discretion regarding whether the plaintiff or defendant will pay this cost.

Suggested Cases

Billy Carlson Vs. Sol Greenberg

Sol Greenberg wanted his front walk shoveled. He hired Billy Carlson, an experienced snow shoveler, to do the job and agreed to pay him $10. When Billy went to collect his money, Mr. Greenberg inspected the sidewalk and noticed that there was still some snow left around the edges. Mr. Greenberg said he's only paying $7 for the job. Billy said he would finish clearing the walk but Mr. Greenberg said, "Never mind, I'll do it myself."

Billy is the plaintiff. He is asking for the rest of his money ($3).

Lydia Vs. Deli

Lydia saved up a lot of money and bought a new bicycle. Her best friend, Deli asked to borrow it and when she returned the bicycle one of the fenders was dented. Lydia was very angry and said that Deli should pay her $10 for the damage. Deli refused claiming that the dent could have happened just as easily when Lydia was riding the bike.

Lydia is the plaintiff. She is asking for $10.

97

IV. CURRICULUM CORRELATION

Evidence and the Witchcraft Trials

Purpose: To evaluate the significance of evidence in a trial and how it was different during the witchcraft trials.

Background for the Teacher

The phenomena of witchcraft trials in this country is a fascinating one for study. Although far fewer witches were actually persecuted in this country compared to the numbers in Europe, this is still a very black page of our history. The trials are especially useful to study because the rules of procedure and evidence were so different. Evidence was permitted that would never be allowed in today's courts.

The Touch Test

If a victim of witchcraft was touched by an alleged witch and became calm after the touch, this proved the accused was guilty as charged. Supposedly the touch drew the "devil" from the victim and only a true witch had this power.

Spectral Evidence

The devil could take various forms and harm people. Only one witness was necessary to prove this.

No Right to Counsel or Appeal

An accused person did not have the right to an attorney, nor the right to an appeal. Decisions of the court were final.

The Devil's Mark

A wart or other unusual mark was considered a sign of the devil and was used as evidence to prove a person was a witch. Today, evidence is a very important part of a trial and there are very strict rules regarding what evidence will be admitted in court. The following kinds of evidence are inadmissible:

Biased Views

Witnesses cannot say things like, "George is a no-good bum."

Hearsay

Witnesses cannot say things like, "Fred said that Danny was at the gas station just before the robbery."

Illegally Obtained Evidence

If the police search your home without a search warrant, the evidence they find cannot be used in court. There are some exceptions to this but generally your home is considered to be your castle.

Irrelevant Statements

Statements that have nothing to do with the trial are not permitted. If the defendant is on trial for theft, the witness cannot make statements about her as an unfit mother.

Public Opinion and Rumors

"Everyone knows that Jim shot his brother."

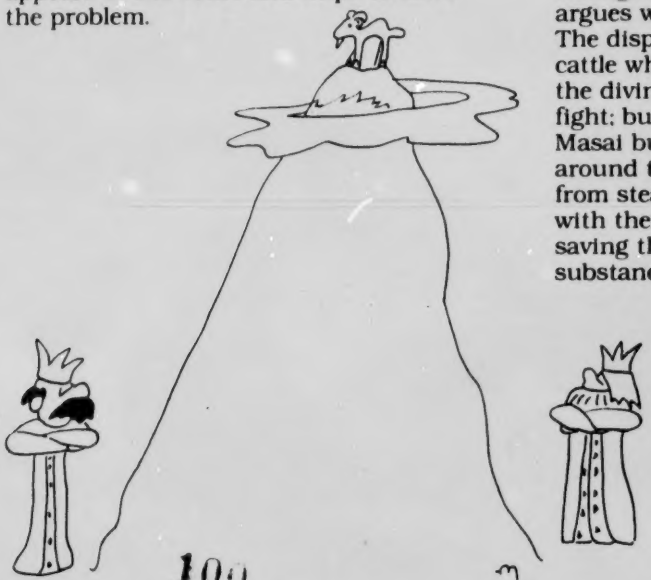
Follow Up

- Have students write statements that might be considered as evidence. Then decide whether or not these would be admissible.
- Discuss the differences between the evidence admitted in the witchcraft trials and evidence admitted today.
- Visit a court and ask the judge to discuss rules of evidence with the class.

V. RELATION TO LITERATURE—PRIMARY

The Minstrel and the Mountain by Jane Yolen. Illustrated by Anne Rockwell. Cleveland: World, 1967.

King Corrin and King Dran live on opposite sides of the mountain and they constantly wage war. One wants to see the sun rise; the other wants to see the sun set. Each suspects that the other sight is more beautiful and despite the beauty that his own kingdom has, each king is obsessed with jealousy. Finally, a wise minstrel appears at the court and helps to solve the problem.



Activities:

The children could try to find alternate solutions to the kings' problem. A chart could be made listing each king's complaints, i.e. If I could see the sun rise, I could catch better fish; If I could hunt at sunset, I might shoot a fine stag.

The children might have a simplified mock trial with a judge, lawyers, a jury and witnesses.

The Lion's Tail by Douglas F. Davis. Illustrated by Ronald Himler. New York: Atheneum, 1980.

This classic case of conflict over property takes place in Africa where Ndangaio, leader of the Masai tribe, argues with Tambu, king of the lions. The dispute concerns the abundant cattle which the Masai received from the divine Ngai. First the two leaders fight; but neither prevails. Then the Masai build a great wall of thorns around the cattle to prevent the lions from stealing them. Finally, the Masai with their perseverance outwit Tambu, saving the cattle for their own substance.

Activities:

This book, with its beautiful pencil drawings, celebrates the beauty of the Masai and the majesty of the lions. The students may enjoy discussing the nature of the gift of the cattle to the Masai. Was it fair for the gods to bestow the cattle on the Masai only? Why or why not? What reason did the lions give for wanting the cattle? Didn't they already have enough to eat?

Another interesting discussion question would concern the gods and godesses. There was a rule stating that the gods must not interfere in the events of mortal people. In what situations would the students approve of this rule? What would be some possible exceptions?

Onions, Onions by Toni Hormann. Illustrated by Diane Stanley. New York. Crowell, 1981.

A young farmer and his wife are blissfully happy except for one thing: their house is full of onions. Besides having onion stew and onion bread and onion pie, they both have runny noses. The wife refuses to get rid of the onions; she's afraid the evil spirits will invade their home if she does. The husband refuses to live amidst the onions, so he leaves. After a day's separation, each decides to give in. She gets rid of all the onions and he resolves to tolerate their smell. At the end they reach a compromise: onion soup once a week!

RELATION TO LITERATURE—INTERMEDIATE

The Pushcart War by Jean Merrill. New York: Macmillan, 1964.

This imaginative account takes place in the year 1986. The author, acting as historian, documents key events in the Pushcart War between truck drivers and pushcart operators in New York City. Touched off by the Daffodil Massacre in which a pushcart vendor is upended by a truck driver, the conflict escalates into a full scale war. This book, sophisticated in its idea but playful in its approach, offers an entertaining starting point for dealing with conflict resolution through law.

Activities:

Students could analyze and list the reasons for the conflict between the truck drivers and pushcart operators. Then they could write a series of laws which may have prevented the escalation of the war.

The teacher could read the story aloud and stop at appropriate crisis points. The students could form three groups to brainstorm alternatives for each group: pushcart operators, truck drivers, and the city government.

Students could write letters or invite local officials to discuss right of way for wheeled vehicles on local streets.

Justice Lion by Robert Newton Peck. Boston: Little Brown, 1980.

Two Vermont families have built up an affection for one another during the Prohibition years: the Bolts, Jessie and Muncie; and the Lions, including Justice and Hem. The two families share the same small town but live very different lives. Jessie Bolt is the newly-appointed district attorney. Justice Lion, head of a renegade clan, is a moonshiner, yet each has his own sense of values. When Justice Lion is arrested by a federal agent, it is Jessie who must prosecute. Hem and Muncie must cope with the disintegration of all they love and believe in.

(Note: Chapters 15 through 23 are excellent for reference and demonstration of a trial, including language and procedure; students may be able to analyze the trial to see if the procedure is correct.)

Queenie Peavy by Robert Burch. Illustrated by Jerry Lazare. New York: Viking, 1966.

Set in the South, this is the story of a troubled girl with misguided expectations. Her father is in jail and Queenie is violently defensive. This behavior shows up in school, where Queenie wants to learn but is afraid to try, and in the town, where her reputation causes people to accuse her unjustly. Aided by a kind judge and principal, Queenie faces up to her problems. This book favorably portrays people in positions of authority.

Activities:

This book can generate great discussions. For example, ask the students to describe the judge, teacher, principal, mother, father. Compare these to authority figures that they may be familiar with. Try to get them to discover that authority figures are people—people with hobbies, interests, good and bad habits, fears, etc.

VI. GOVERNANCE

Dispute Resolution Teams

The many disputes that arise in a classroom or school during the year are opportunities to have students deal with various ways in which to "settle disputes". The following activities should help you to turn conflict situations into learning experiences.

1. Encourage students to discuss disruption and its impact upon the class. How does this relate to the class or school rules? How does disruption affect society in general?

2. Help students to develop a Dispute Resolution Team. What are the qualities they would want in a student who could mediate disputes between other students? Between students and teachers? Point out some mediation skills, such as: hearing both sides, accumulating information (evidence), reaching a solution to the problem that can be accepted by both sides.

3. You might consider a student court, although this does have some drawbacks. It requires getting involved in procedural questions which may not be necessary. It is also more formalized than a dispute resolution team.

4. Discuss the idea that sometimes immediate justice rendered by the teacher is a possible resolution. Point out that delayed justice may be denied justice and that it is sometimes the teacher's responsibility to assume this role of arbitrator. Students can accept this need for the teacher to "step in" but it is helpful if the teacher explains his/her reasoning for using this method.

Oog Vs. Ugh:

The Battle of Oog and Ugh: The Adversary Process

This is a filmstrip from the ***Foundations of Justice Series*** published by Charles Merrill, copyright 1975, Bell and Howell. Arlene F. Gallagher, General Editor.

The filmstrip is about two cavemen who get into a fight about who captured the last tiger. Ugh dug a pit to trap the tiger. Oog, who didn't know about the pit, came along and hit the tiger on the head with a rock. The tiger staggered around and fell into the pit. Each caveman believed that he should have the tiger. They start to argue about it and get nowhere. Finally the elders of the village set up a court to decide the case. A jury listens to both sides of the argument. The filmstrip offers an opportunity to conduct a mock trial and to discuss questions of property and ownership.

THEME SEVEN: The purpose of law is to meet the needs of the people and of the community.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- group needs, public benefits, taxation, interdependence

UNDERSTANDINGS

- Individuals and groups have social/cultural needs and wants.
- In a democratic way of life, people are citizens of, and participants in, various levels and kinds of governance.
- Future economic decision making increasingly involves consideration of global interdependence.

KEY SKILLS

- Using information: drawing inferences from data
- Presenting information: expository writing
- Visual analysis
- Interpersonal and group relations: group planning and discussion
- Self-management: developing perspectivism, seeing another point of view
- Shared decision making: using consensus and voting

II. MOTIVATING ACTIVITY: COMMUNITY GOVERNANCE

Traffic Accidents: A Community Problem Simulation

Purpose: To simulate participation in decision making to resolve a community problem.

Procedure: Read the following announcement to your students:

At a recent public meeting in your community, the city council explained that the state legislature had given it $200,000 to reduce traffic accidents. Below are some suggestions made by concerned citizens and the cost of each. If you were a member of the council, how would you spend the $200,000?

Recommendations

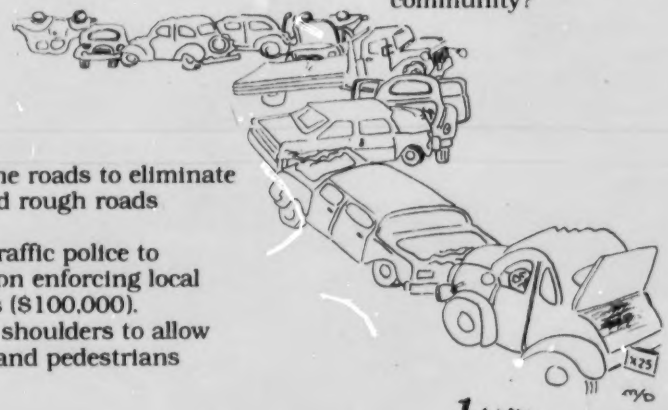
1. Repaint all road signs in town to make them easier to read ($25,000).
2. Resurface the roads to eliminate potholes and rough roads ($150,000).
3. Hire more traffic police to crackdown on enforcing local speed limits ($100,000).
4. Widen road shoulders to allow bike riders and pedestrians ($50,000).
5. Conduct a traffic safety campaign using billboards, newspapers, radio ($25,000).
6. Conduct a school safety drive for children ($10,000).
7. Conduct a one year study of the traffic accidents that occur in the town ($50,000).

After students have told how they would vote and why, ask them if they have any other suggestions for how to spend money to reduce traffic accidents.

Follow Up Discussion:

In this simulation the community had $200,000 to use to resolve the traffic accident problem. What if there were no funds? Ask the class to examine their solutions and see if any of these could be implemented without funds. The Study Guide includes good questions for classroom discussion, such as:

- Why did the town need a policeman? Why couldn't people guard their own property?
- Who are some people today who work for everybody in the community?



III. LEARNING ACTIVITY

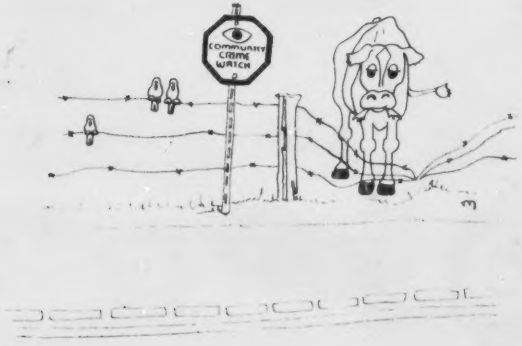
Community Crime Watch and Guardian Angels

Purpose: To discuss and evaluate the strengths and weaknesses of citizen participation in protection.

Procedure: Have students research community crime watches and groups such as the Guardian Angels.

Background for the Teacher

A number of communities have begun citizen programs to resolve some of the problems of crime. In some suburban communities there are "Crime Watches" which involve citizen volunteers who patrol neighborhoods to try to reduce the incidents of breaking and entering. These groups often work with the local police force in a cooperative manner.



In New York City there has been a long standing problem on the subways of people who ride the subways in groups to protect people from harm. Public opinion is somewhat mixed regarding the Guardian Angels; some people think they are wonderful, others believe that citizen protection is the province of the police department.

Discuss the advantages and disadvantages of these kinds of citizen involvement.

Taxation and Law Enforcement

Purpose: To identify the relationship between law enforcement as a community need and the need for taxation to support this aspect of our legal system.

Procedure: View the filmstrip, ***Why We Need Taxes: The Town That Had No Policeman*** published by Learning Corporation of America. (Also available as a 16mm movie) This title is part of a series: Basic Concepts in Social Studies Set. I.

Summary: This is the story of a town that needed a policeman to catch a thief. It introduces the basic concept of taxation. Everyone in the town agrees to give a little bit of money to pay one person to be responsible for catching thieves. The simple idea of taxation and law enforcement are clearly portrayed by animated characters.

IV. CURRICULUM CORRELATION

Muskrat Wallow

Purpose: To determine how public benefits are available through taxation and discuss how public benefits are administered throgh the local community, state, and federal government.

Procedure: Read the basal reader story, "Muskrat Wallow" by William and Nancy Gruber in ***Windows*** Level 13, Scott Foresman and Company, Illinois 1976.

Story Summary:

Trudy's Uncle Frank, a town councilman, sponsors a plan to turn the local mudhole, Muskrat Wallow, into a proper park with pavement, swings, and slides. Trudy and her friends are appalled at losing their natural play spot and take Uncle Frank on a picnic at the wallow to convince him the area should remain undeveloped. The story ends with Uncle Frank enjoying himself as he shoots the rapids on an old inner tube, leaving the reader to decide what the fate of the wallow land will be.

Activities:

1. List as many reasons as you can that might explain why:
   - Uncle Frank may have sponsored the park idea.
   - Trudy and her friends may have opposed it.

   Try for many alternatives.
2. Role play the next town council meeting. What players will you have? Brainstorm to get a good variety of characters.
3. Write a letter to the editor of the local newpaper about the wallow. Be a parent, teacher, senior citizen, taxpayer without children, police officer, or young person.
4. Walk around the neighborhood and take pictures of public benefits paid for by tax money. Invite the local officials who are responsible for these benefits to come to class to discuss any conflicts surrounding them.

Global Interdependence

Purpose: To recognize the need for economic cooperation at the international level.

Procedure: International agreements and disputes might be another subject for study. For example, for many years the products of one European country was prohibitively expensive if traded and sold in other European countries. Recognizing the economically self-defeating nature of the tariff systems, several countries of Europe formed the Common Market in 1957. Students might be asked to collect and/or read material which deals with the historical perspective, development and agreements leading to the creation of the Common Market. Moreover, they might be asked to consider the problems related to Great Britain's attempts to join this economic arrangement.

Discussion Questions:

- Why do countries tax products from another country?
- How might this lead to an international dispute?
- What other types of problems bring nations into dispute?
- What are some ways these disputes are settled? ...could be settled?

V. RELATION TO LITERATURE—PRIMARY

The Little House by Virginia Lee Burton. Boston: Houghton Mifflin, 1942.

The Little House has been around for generations; it stood on a hill and watched the city grow up around it until it became overwhelmed by the skyscrapers and city noises that surrounded it. Not until the house is rescued by the great-great-grandaughter of the original owner and brought into the country to live does the Little House become content again.

Activity:

This book can introduce the concept of zoning to young children. All parts of the country are growing and changing, some more successfully than others. The teacher might arrange some desks into a "street"; then the children could add attractive and useful objects near the row of desks to determine whether the occupants would be happy with the new additions. For example:

Five desks are in a row, each neat and ready for school. Have the children introduce various objects to see which are compatible to comfortable living arrangements: a dirty pail; a plant; a box of rubber balls; a bookcase; a rubbish bag full of empty milk cartons; a desk with fresh paper and pencils on it. The children should determine why or why not each object is agreeable to the inhabitants.

Grizzwold by Syd Hoff. New York: Harper & Row, 1963.

The ever-popular Syd Hoff tells the story of a bear in search of a home in this I-Can-Read book. Grizzwold lives happily enough in a forest until some men come and cut down the trees. Grizzwold must find a place to live. He tries a desert, a circus, and a zoo but isn't satisfied. He even becomes a bearskin rug in order to live in a house? Finally, he finds a forest where the only bear-shooting that's done is with a camera.

Activities:

First of all, the children could decide if it's fair that the foresters could cut down all the trees and eliminate the forest. What would happen if this occured everywhere? Help the children discover that there are groups around that are interested in protecting our natural resources, i.e. Environmental Protection Agency, state forestry commission, etc.

Next, discuss Grizzwold's new home. What rules protect the wildlife in these areas? Children can construct a set of their own. Examples:

- DO NOT FEED THE BEARS (Why? Why not?)
- PUT OUT ALL FIRES WITH WATER. COVER WITH SOIL
- DO NOT PICK BERRIES OR DESTROY HIVES, DAMS, ETC.

What rules protect human visitors? Examples:

- IN RESTRICTED AREAS, DO NOT LEAVE YOUR CAR (What does "restricted"mean? Why would some areas be restricted?)
- KEEP HANDS AND ARMS IN CARS AT ALL TIMES
- DO NOT SOUND HORN OR MAKE LOUD NOISES

The Muffin Muncher by Stephen Cosgrove. Illustrated by Robin James. Minnesota: Creative Education, Inc., 1974.

The villagers in a poor country spend their days making and selling mouth-watering muffins, led by the King who is Head Baker. One day a big-eyed floppy dragon settles under the drawbridge and terrorizes the villagers so that they must give all the muffins to him. Even attempting to ration the dragon's muffins fails to work; the muffin money must buy the firewood and flour necessary for the batter. Finally, the dragon comes up with a solution that works to everybody's benefit.

THEME SEVEN: The purpose of law is to meet the needs of the people and of the community.

RELATION TO LITERATURE—INTERMEDIATE

After the Goat Man by Betsy Byars. New York: Avon Books, 1974.

Figgy's grandfather, the Goat Man, is forced to move from his cabin to make way for the cloverleaf of a new highway. However, he is unhappy in the housing project and moves back to the empty cabin with his gun, threatening to shoot anyone who comes near. This story of how Figgy and his friends deal with the emotionally-charged issue while attempting to do the right thing makes exciting reading.

Activities:

Students could write a series of news articles about the events that unfold in the conflict between highway officials and the Goat Man. They could consider various points of view by writing letters to the editor and editorials as well as factual articles.

This activity could be expanded depending upon the age group by utilizing available audiovisual equipment and providing radio and TV coverage. They could interview all parties involved as well as people on the street.

A local highway official could be invited to speak to the class to explain laws that would effect someone in their town who might encounter a similar situation.

The Witch of Blackbird Pond by Elizabeth George Speare. Boston: Houghton Mifflin, 1958.

Kit Tyler leaves her birthplace of Barbados and arrives at the Connecticut house of her Puritan aunt and uncle. Unused to the sober lifestyle of seventeenth century New Englanders, Kit makes many a faux pas from diving into the river to save a doll to wearing bright clothes to befriending Quaker Hannah, an outcast. Insinuating the worst, the townspeople accuse Kit of witchcraft and she is subjected to imprisonment and a trial. This book won the Newbery Award in 1959.

The Man From Boston by Marion Starkey. Illustrated by Charles Mikolaycak. New York: Crown, 1975.

This exquisitely illustrated non-fiction book deals with the concept of trial by insinuation. Each chapter spins the story of someone who was accused of being a witch, culminating in the tale of John Alden who was accused because he was tall and from Boston. Because of the detailed nature of the illustrations and of the emotions that Charles Mikolaycak portrays on the faces of the accusers, this book can be an effective teaching tool in itself.

VI. GOVERNANCE

Governing Ourselves

Purpose: To engage in self-governance.

Procedure: As the children study the home, school, and community help them begin to list the rules and laws that pertain to each level: who makes these rules and laws, and who enforces them. (Social Studies K-3, pp. 8, 14). These might be put on a chart which is added to throughout the year.

Rule or Law (Why needed)	Made By (Why)	Enforced By (How)	
Bedtime	Parents	Self	Parents

A similar chart could be made when children investigate communities throughout the world (always with reference back to their own experience).

Community	Rule or Law	Made By	Enforced By
Tibetan Mountain Community (Social Studies, K-3, p. 46)		Religious Leaders	Religious Leaders

Putting Yourself in Someone Else's Shoes

Purpose: To encourage students to experience perspectivism seeing another point of view.

Procedure: Have your class consider the same situation from one or more of the following viewpoints:

Viewpoint 1: Harvey's Shoes
Harvey is a senior citizen. He has never driven a car and never will drive a car. He hates automobiles and thinks they should be banned from the streets, especially after dark.

Viewpoint 2: Gracie's Shoes
Gracie is a professional sign painter. If recommendation number one is voted in, she will probably get the job of painting all the signs.

Viewpoint 3: Bill's Shoes
Bill is an avid bike rider. He rides at least ten miles per day and is often heard complaining about the narrow streets. He also complains alot about the potholes and rough roads.

Viewpoint 4: Margaret's Shoes
Margaret is a senior citizen but she is a very active person. Everyday she goes someplace; to the church, shopping, out to lunch with friends, to club meetings, etc. Her daughter and son usually pick her up and bring her home. She's always in a hurry and thinks the speed limits are too conservative.

Viewpoint 5: Frank's Shoes
Frank has very serious respiratory problems. He has been told that walks in the fresh air will help him but he says there are too many buses, automobiles and trucks in town and the fumes from them only make it harder to breathe.

THEME EIGHT: Rules and laws are both stable and changing; individuals can cause change.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- participation, process, change, stability, authority

UNDERSTANDINGS

- People can participate in society in a number of ways.
- There are different means to achieve change.
- Law is both a conservator and a change agent.
- An important attribute of our legal system is that it can be changed or modified.
- Some stability is necessary in society to maintain order and justice.
- Change is a constant in our society.

KEY SKILLS

- Predicting events and outcomes
- Getting information: gathering data from sources
- Visual analysis: gathering data from pictures
- Using information: drawing inferences from data
- Participating in interpersonal and group relations: engaging in a mock trial

II. MOTIVATING ACTIVITY

Once Against the Law...

Purpose: To illustrate that laws have changed.

Procedure: Read the following information to your class. Ask them if they can tell of any examples of rule or law change.

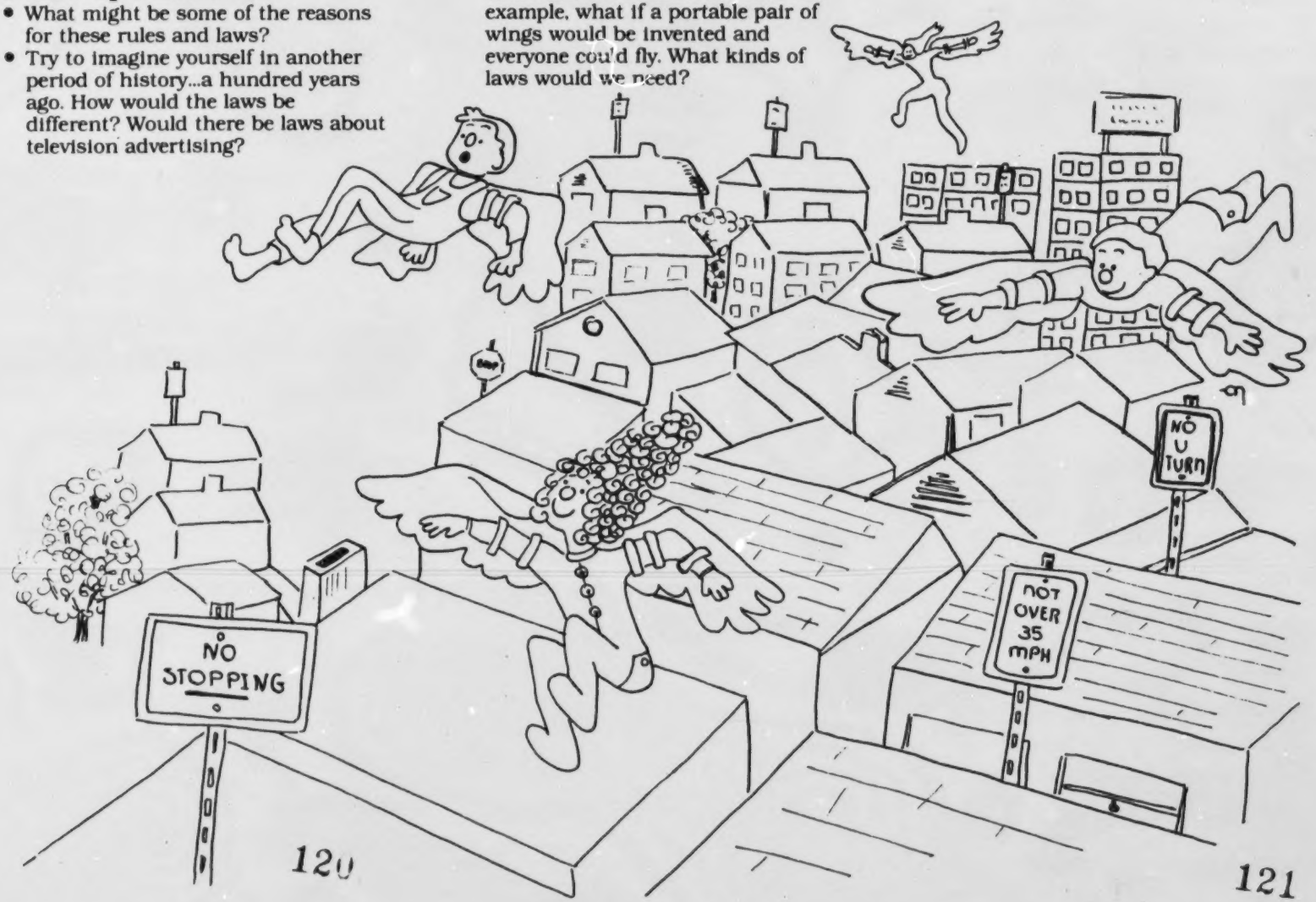
Did you know...

- that in 1830 in Massachusetts a man was put in jail for wearing a beard?
- that in Tennessee it was unlawful to lasso a fish?
- that in Vermont it was illegal to whistle under water?
- that in Cleveland it was illegal for more than two people to drink out of the same whiskey bottle?
- that it was illegal to shoot rabbits from the platforms of streetcars in Los Angeles, California?
- that in the 1960's women and girls were not allowed to wear slacks to school in many communities?

Motivating Activity *(Cont.)*

Follow Up Discussion:

- What might be some of the reasons for these rules and laws?
- Try to imagine yourself in another period of history...a hundred years ago. How would the laws be different? Would there be laws about television advertising?
- Try to imagine yourself in the future...a hundred years from now. How will life be different? What laws that we have today will change? What new laws will be needed? For example, what if a portable pair of wings would be invented and everyone cou'd fly. What kinds of laws would we need?



III. LEARNING ACTIVITIES

Drinking and Driving: Laws Change and Change Again

Purpose: To illustrate that change is constant.

Procedure: Use this "Drinking Age" example, or any other that makes the point about constant change.

The decision about at what age it should be legal to buy and use alcohol is a state matter and is therefore decided by the state legislature. In some states the drinking age was lowered to 18 for a while. The argument to do this was that if a person could vote and had that very important responsibility, then the person ought to be able to decide whether or not to drink. It was further argued that if a person could enlist in the armed forces and go to war, then that person ought to be able to make decisions about alcohol. After the drinking age was lowered some problems arose that people didn't anticipate. First, there was a marked increase in the number of automobile accidents involving young people and alcohol. Also, it was found that younger and younger people below the drinking age were using alcohol probably because it was accessible to them from their friends who were just a couple years older and could buy it.

Some state legislatures decided to raise the drinking age again. This was somewhat difficult because once you have given a right or privilege to someone, it is hard to take it away. They feel that they are being deprived of something that they have a right to. Freedom is very important to people in our culture and no one wants to lose even the freedom of choice.

122

Discussion Questions:

- What is the drinking age in your state? Compare it to other states. Why do you think there is a difference? Is this a matter that should be decided by the state or federal government? What if you live in one state and travel to another...which laws do you follow; the one in which you live or the one you are visiting?
- What is the driving age in your state? Compare that to the driving age in other states. Each state registry of motor vehicles licenses operators to drive various kinds of vehicles. If you have a license in one state, does that allow you to drive in another state?

Questions for Visual:

- What is happening in this picture?
- What laws might apply to this scene?
- What are the reasons for those laws?
- Who is being protected by those laws?
- Are there laws that apply to the vehicle as well as to the people?

123

Learning Activities *(Cont.)*

Participation

Purpose: To have students broaden their perspective on how people can participate in society and how individuals can cause a change in society.

Procedure: Discuss the ways in which people participate in our society. There are many ways in which people can participate other than voting. Ask your class how the following activities are participatory.

- reading a newspaper
- sitting and watching the news on television
- voting
- protesting an unfair practice by carrying a sign
- saluting the flag and saying the Pledge of Allegiance
- attending a meeting about a change in a law or a change in your neighborhood
- running for election
- campaigning for someone who is running for election
- being a member of a jury
- talking to someone about an issue and trying to convince that person to agree with you
- listening to someone who is trying to convince you of their point of view

Twice the Price

Purpose: To demonstrate how people can effect change through participation.

Procedure: The filmstrip "Twice the Price: A Value Judgment" is one of the series ***Foundations of Justice***, published by Charles E. Merrill, General Editor, Arlene F. Gallagher. Copyright 1975 by Bell and Howell.

This filmstrip is about the day the price of milk in the school cafeteria rose from five cents to ten cents. The students were angry and two of them wanted to do something about it. They decided to protest the higher price by printing and passing out flyers. They knew there was a school rule against doing this without the principal's permission, but they decided to print them anyway. When the principal saw one of the flyers, he decided to have the rest of the students decide what to do about the rule breaking. The school put on a trial.

This filmstrip offers an opportunity for your class to conduct a mock trial on the same issue. It also raises some interesting values questions, such as:

- Is it alright to break the law if no one gets hurt and you don't get caught?
- If you don't agree with a certain law, is it alright to disobey it? What would happen if everyone did this?
- What responsibility do you have if you see someone else breaking the law or a rule? What if this person is your best friend?

IV. CURRICULUM CORRELATION

Influencing the King

Purpose: To relate the concept of participation to reading content.

Procedure: Read or summarize the story, "The Princess From the Land of Silence" Ludwig Strauss in ***Bridges*** Level 15 Scott Foresman and Company, Genview, Illinois 1976.

Understandings

- There are different kinds of authority.
- Power can be abused.
- Participation can vary.

Story Summary:

The king of the Land of Silence decreed that the first law of the land was that one could speak no more than ten words a day except in real need. All the citizens were accustomed to the law and obeyed it willingly. Neighboring King Such and Such wished to marry the princess of the silent kingdom, but he was thrown out of the kingdom when he refused to obey the law of silence. He returned and captured the Land of Silence, declaring the law of silence null and void. He soon realized, however, that although he had the authority to abolish the rule, he would not win the princess unless he learned to be silent. The story is an interesting starting point for dealing with issues of leadership, power and authority.

Activities: Try to Influence the King

- Students could pretend to be the young king or the princess and write letters about their feelings in regard to the rule of silence.
- Students could act as wise council to the king and write advice to either of the kings supporting his actions or suggesting alternatives.
- Students could write stories of conflict of authority using the following titles:

  "Who Said No Candy Allowed?"

  "Why Should I Follow the Leader?"

  "Trouble in the Clubhouse"

V. RELATION TO LITERATURE—PRIMARY

Trig Sees Red by Robert Newton Peck. Illustrated by Pamela Johnson. Boston: Little, Brown & Company, 1978.

Trig's town of Clodsburg has only one intersection and that is manned by Pop the Cop. Mayor Swagg decides that Pop should be replaced by a traffic light and Trig and her Junior G-men decide that something must be done. The hilarious climax shows how Trig and friends get mixed up with the mayor's bowling ball and a cannon at the historic Swagg Day ceremonies and manage to get rid of the hateful contraption for good. And Pop **does** get his job back.

The King's Fountain by Lloyd Alexander. Illustrated by Ezra Jack Keats. New York: Dutton, 1971.

The king plans to build a fountain which will deprive the poor citizens from having water in a mythical Near-Eastern kingdom. A poor man decides that someone must speak to the king about the problem; but the scholar won't do it and neither will the wily merchant or the strong metalsmith. Finally, it is left up to the poor man to change the king's mind. The illustrations in this book are marvelous. It was a Caldecott Honor Book in 1972.

Yertle the Turtle and Other Stories by Dr. Seuss. New York: Random House, 1950.

Yertle is the king of the pond, of all that he surveys. Like many human counterparts, Yertle begins to be power-hungry: the more he sees, the more powerful he becomes. In order to see beyond the pond, he uses other turtles to perch on and as he abuses his authority and the turtle tower grows higher and higher, one of the turtles on the bottom decides to do something about his squashed, sorry state. He burps. Yertle the Turtle loses his authority and justice is restored. This story shows how one single turtle, one individual, can make a difference.

RELATION TO LITERATURE—INTERMEDIATE

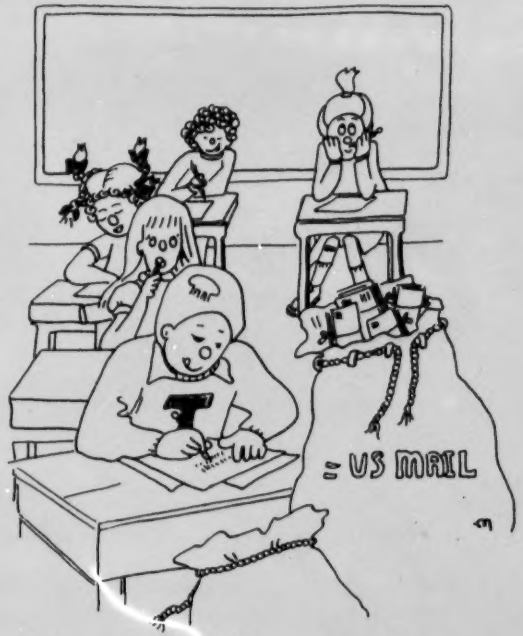
Save the Mustangs by Ann Weiss. New York: Simon and Schuster, 1974.

This factual account shows how a group of fourth graders, concerned about the plight of the wild mustangs, successfully launch a "pencil war" that led to the passage of P.L. 22-195. This law states that "Wild, free-roaming horses and burros shall be protected from capture, branding, harassment, or death." The fourth graders researched the way a federal law is passed and went through the step-by-step procedure which is documented in this interesting book.

Activities:

Students could illustrate the steps the fourth graders went through to get the law passed. They could put summary captions on their pictures and put them in a time line on a bulletin board or wall.

Invite a local legislator to come and discuss the process by which an idea becomes a law in his/her branch of government. If there is a relevant local issue, the discussion could be centered around this. Student reporters could cover the event for a local paper.



Maudie and Me and the Dirty Book by Betty Miles. New York: Knopf, 1980.

Censorship rears its ugly head when Kate Harris innocently reads a picture book to a group of first graders and some of the parents don't like the words she uses to explain reproduction. The issue blows up and Kate and her partner Maudie, a girl she previously shunned, learn a lot about community participation. The climax of the book is an open school board meeting where Kate takes a stand and defends her position.

Can You Sue Your Parents for Malpractice? by Paula Danzinger. New York: Delacorte, 1979.

When Laura Allen takes a course in "Law for Children and Young People," she learns that she can stand up for her rights in small ways and larger ones. She'd like to date a younger boy, she can't stand sharing her room and she thinks kids have no rights at all. She and her classmates learn just what rights they do have as they create a law-related newsletter—for kids.

Activities:

The class may be stimulated by the idea of creating a newsletter similar to the one in the book. Students could write articles about activities from this guide, could review filmstrips and books, create comic strips or editorial cartoons. The possibilities are endless.

VI. GOVERNANCE

Authority, Consensus, and Voting

Purpose: To examine and differentiate between three processes by which decisions can be made: authority, consensus, and voting. Participation in these processes varies depending upon the problem.

Background for the Teacher

Shared decision making is a part of any system of self-governance. It is important for citizens to understand that the level at which they participate in decision-making varies. This activity focuses on three kinds of decision-making.

AUTHORITY—A designated individual "in charge" decides. This may be an elected, appointed, or hired individual.

CONSENSUS—This is a group decision-making process but it does not involve a vote and is therefore sometimes difficult to achieve. Generally, the group has reached consensus on an issue when everyone seems to be in agreement. Each person does not necessarily have to fully endorse the decision but everyone feels they can live with the decision.

VOTING—Each person has the opportunity to vote for or against a decision. A person may also choose to abstain, or not vote either way.

Procedure: Explain authority, consensus, and voting processes to the class. Have them each make three signs with the words AUTHORITY, CONSENSUS, and VOTING, in large print. As you read each of the problems have students raise whichever card they think is the appropriate decision-making process. You will be able to tell very quickly by glancing around the room if there are any differences of opinion. Ask students why they chose one process instead of another.

131

Problems:

1. Your school receives a telephone call saying that there is a bomb in one of the classrooms. A decision must be made about whether to evacuate the building or not. Who should make the decision and what process should be used?

2. Your class is deciding whether to play soccer or kickball at recess. Who should decide and what process should be used?

3. The people in New York are deciding who the next governor is going to be. Who should decide and what process should be used?

4. You are at the zoo with three of your friends. You are going to spend the whole day but need to decide whether to start with the Monkey House or the Bird Cage. Who decides? How?

5. A jury has found a defendant guilty of a crime and the judge is about to determine the sentence. Who decides? How?

6. Your club is deciding whether to have hot dogs, hamburgers or both at the annual picnic. Who decides? How?

7. A police officer has stopped a car for exceeding the 55 MPH speed limit. It must be decided whether to issue a warning or a speeding ticket. Who decides? How?

8. Your family is deciding which television program to watch next. Who decides? How?

132

THEME NINE: Rules and laws protect a person's individual rights, privacy and property.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- rights, privacy, property, constitutional government

UNDERSTANDINGS

- Individual rights are protected by the United States Constitution, specifically under the first ten Amendments which are known as the Bill of Rights.
- Laws can change; the United States Constitution can be changed through the amendment process.
- Individual rights also carry responsibilities.
- Citizens' right to vote is also a responsibility.
- People in our culture tend to want and need some privacy, therefore, we have laws which protect privacy.
- Laws and rules protect individually owned property and property that is not owned by individuals.
- Sources of ownership of property can differ.

KEY SKILLS

- Historical analysis: researching the origin of individual rights
- Identifying alternative ways of resolving problems
- Analyzing people's need for privacy
- Applying concepts of constitutional rights to hypothetical situations

133

II. MOTIVATING ACTIVITY

The United States Mail

Our mail is protected by the United States government. Tampering with the mail is considered to be a very serious offense and it is a federal crime. Have students examine the visual and discuss the seriousness of taking mail from mailboxes.

134

Motivating Activity *(Cont.)*

Our Bill of Rights

Purpose: To familiarize students with the source of their individual rights.

Background for the Teacher

Our government is a constitutional government which means that it is a government based upon a written document. An important aspect of that document is that it can be changed, or amended.

The first ten amendments of the United States Constitution are called the Bill of Rights which contains some of the most important rights for American citizens.

Procedure: Review the Bill of Rights with your students. The essence of each Amendment is described here but for older students it is recommended that you use the original document.

Amendment 1
- Freedom of speech, religion, press
- Right to meet in groups
- Right to ask the government to correct unjust actions

Amendment 2
- Our right to have arms, or weapons

Amendment 3
- Freedom from having soldiers stationed in our homes

Amendment 4
- Right to privacy and freedom from unlawful searches and seizures

Amendment 5
- Right to remain silent if accused of a crime

Amendment 6
- Right to a trial by jury in a criminal case

Amendment 7
- Right to a trial by jury in important cases between private citizens

Amendment 8
- Freedom from cruel or unfair punishment or excessive fines by a court of law

Amendment 9
- Because some rights are listed, this does not mean that citizens do not have other rights that are not listed

Amendment 10
- Powers not given to the United States government (federal) belong to the states or people

Applying the Bill of Rights

Purpose: To have students analyze situations which may or may not involve individual rights and determine the source of those rights.

Procedure: Read each of the situations out loud to your class and ask them to determine whether or not an individual right has been violated and which Amendment applies to the situation.

Case 1: Mr. and Mrs. Danzinger live in a four-story apartment building. They fight all of the time and the neighbors can hear them yelling and throwing things at each other. One Saturday morning the building superintendent finds Mr. Danzinger in the hallway. He is dead. It is obvious that he has been shot several times. The neighbors are positive that his wife did it, although no one saw her. Mrs. Danzinger is accused of murder and put in prison for the rest of her life. (Amendment 6)

Case 2: Eleanor and Helen live on a street where everyone owns at least one dog. The dogs run loose, dig up gardens, and turn over trash cans. Eleanor and Helen decide to hold a meeting to discuss the need for a leash law. One of their neighbors calls the police and tells them to break up the neighborhood meeting because no one else is interested in a lease law and those two women are trouble makers. Do Eleanor and Helen have a right to have their meeting? (Amendment 1)

Case 3: Ten years ago Phil was convicted of breaking and entering into a radio and television store. On a Saturday night he is sitting quietly at home in his apartment watching his favorite TV program. A police officer knocks at the door and says he is going to search the apartment for stolen property. When Phil asks to see a search warrant, the officer says he doesn't need one. (Amendment 4)

III. LEARNING ACTIVITY

People Need Privacy

Purpose: To have students identify the need for privacy and to develop some rules to protect privacy.

Procedure: Divide the class into small groups and ask each group to see if they can develop a rule or suggestion that they feel would help people to live and work together for each of the following situations:

1. Peter had special secret place in the cellar where he put those things he didn't want the rest of the family to see or touch. One day he discovered one of those special things on the kitchen table.

2. Sam had played all day with his friends. About three o'clock he decided he didn't want to play any more; he wanted to be alone. His friends said he was "screwy" and called him names, and wouldn't let Sam be by himself.

Each group should be able to report back to the class on:

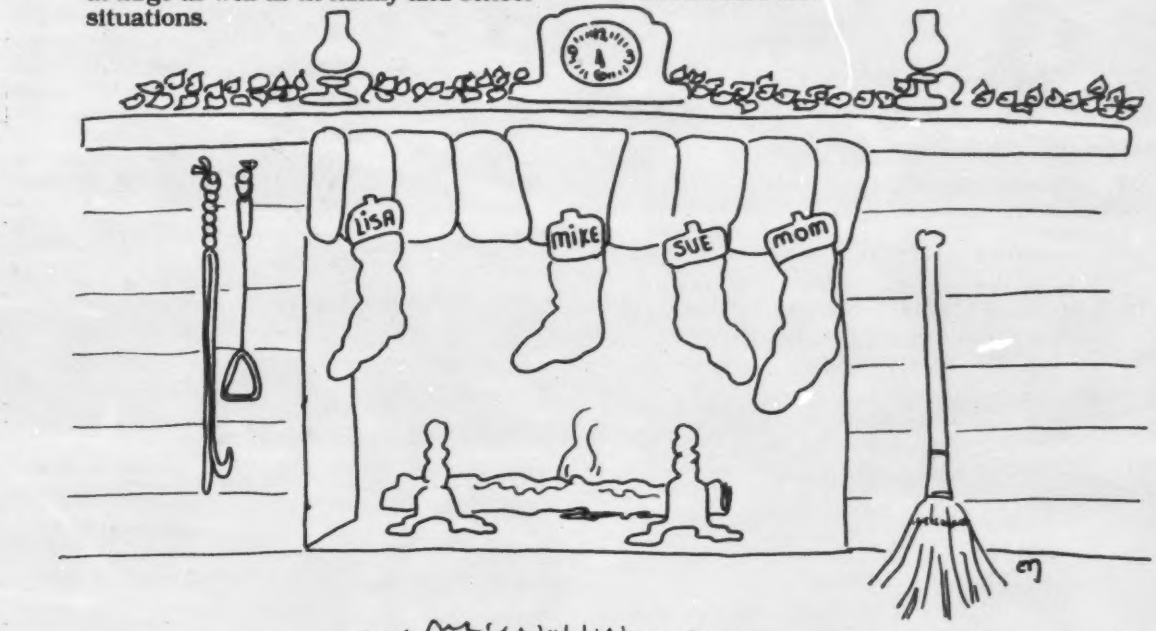
- What kind of a rule might help solve the problem? (give reason)
- What might happen if the rule was put into effect?

Laws Protect Privacy

Purpose: To analyze how law protects privacy.

Procedure: Ask the children if they know of any laws that protect people's privacy in society. Most will not know of any. Give a few examples in order to show that privacy needs of individuals are important considerations in society at large as well as in family and school situations.

This is not meant to be a comprehensive overview of the laws, but a means of indicating to the class that there are governmental laws which protect privacy rights. Some examples that young children might understand are:



Learning Activity *(Cont.)*

Did you know that there are...

- laws that prohibit a person from listening in to a telephone conversation between two other people?
- laws that prohibit letters from being opened and read by anyone except the person to whom they are addressed?
- laws which prevent anyone, including the police, from coming into your house without a search warrant from a judge?

The Right to Vote

Purpose: To have students consider the right to vote and the responsibility this gives to the people of this country.

Procedure: Discuss the importance and meaning of voting in our society. This is one of our most cherished rights, but also one of our gravest responsibilities. Students should be aware that this right has been extended to many people through Amendments to our U.S. Constitution. The several constitutional amendments that have extended the right to vote are:

- Amendment XIV extended the right to vote to all male U.S. citizens who were 21 years or older.
- Amendment XIX extended the right to vote to women.
- Amendment XVI extended the right to vote to 18-year-olds.

Give students informational background about one of these amendments. Give them time to prepare a role play in which they will be addressing a political rally or state legislature arguing **for** or **against** ratification of the amendment. After the role play and discussion, students may be divided into groups and asked to read about the historical development of one of the amendments related to the right to vote. They should all report back to the whole class.

Be sure to discuss the point that law can change and that these are significant examples of changes in the law. They show that society's values had changed and that this change in values influenced a change in the law.

VI. CURRICULUM CORRELATION

Property: Who Owns What?

Purpose: To have students sharpen their observation skills by examining their everyday environment with a new perspective. To raise environmental and ecological questions and develop possible solutions.

Procedure: Take your students on a walk around the school and in the neighborhood. Older students can work in research pairs and go to a variety of locations after school and on weekends. Their task will be to continually ask themselves who owns the things that they see. Who is responsible for taking care of these things? What if it becomes damaged? Who will pay for the cost of repair? Point out as many items as possible such as, telephone poles, trees, fire hydrants, the street, water, grass, etc.

Tell students to be alert for environmental problems. They should note any threats to the environment.

Follow Up Activity:

When you and your students have gathered all of the data they can find return to your classroom to analyze it. Discuss what was observed. Make charts or pictorial representations of what was learned. Then focus on any problems that were noted. Have students brainstorm possible solutions. Try to implement at least one of their solutions. This does not have to be a major undertaking for them to realize that they can make a difference.

You might want to follow up on this environmental awareness by reading aloud Jean Craighead George's ***Who Really Killed Cock Robin?*** E.P. Dutton, 1971. The story is an ecological mystery in which young Tony Isidoro and Mary Alice Lamberty, daughter of the wealthy mill owner, attempt to unravel the reasons why a seemingly healthy robin they were studying, dies.

V. RELATION TO LITERATURE—PRIMARY

"The Zax". ***The Sneetches and Other Stories*** by Dr. Seuss. New York: Random House, 1961.

The Zax have a classic conflict: each one thinks he is right and each refuses to budge from his position. The North-Going Zax **always** goes north; the South-Going Zax **always** goes south. Who's right? Dr. Seuss ends the story with a question and his comical illustrations stress the absurdity of the situation. The book is useful in introducing the concept of rights to the very youngest children and encouraging the listener to try to develop a solution to the conflict.

Evan's Corner by Elizabeth Starr Hill. Illustrated by Nancy Grossman. New York: Holt, Rinehart and Winston, 1967.

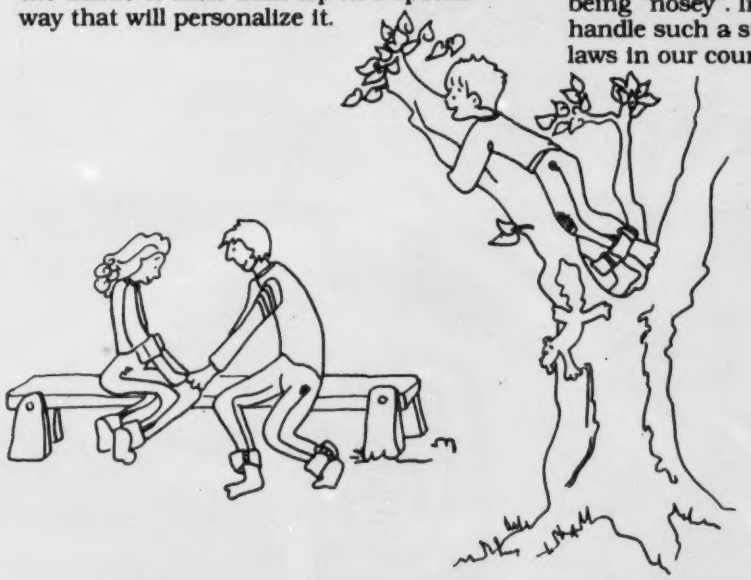
Eight people in two rooms—no wonder Evan didn't have a place to call his own until his mother suggested he choose a corner. Evan chose a corner with a window and had a marvelous time decorating it. When he decided to help his brother fix up a corner for himself, he found that his pleasure had doubled. The inner-city black family is portrayed as warm and caring and actively involved with one another.

142

Activity:

The class could reinforce the concept of privacy by discussing the difference between "alone" and "lonely". Evan wanted a "chance to be lonely". Did he mean alone? What were some of the things that Evan liked to do when he was in his corner? What kinds of things helped Evan make his corner special? What could Adam do to make his corner the way he wanted it? Each child could choose a place at home that is theirs. Since most children in the suburbs have their own bedrooms or share with only one other sibling, perhaps they might choose a portion of the living room or family room that would be their private place. Children could illustrate what they like to do when they're alone.

If the children have desks with lids that raise, each child could decorate the inside of their desk top in a special way that will personalize it.



Mr. Nosey by Roger Hargreaves. Los Angeles: Price, Stern, Sloan, 1980.

Mr. Nosey is incorrigible! He peeks in keyholes, reads other people's letters, and has an insatiable sense of curiosity. The people of Tiddletown devise a plan to stop Mr. Nosey's bad habit and manage to tame him a bit. This gaily colored English import doesn't pretend to be great literature, but children on both continents respond to the lovable Mr. Men series.

Activities:

Primary children should discuss what the word "nosey" means and decide what they could do if one of their friends or family members was being "nosey". In what way could they handle such a situation? What are the laws in our country regarding privacy?

143

THEME NINE: Rules and laws protect a person's individual rights, privacy and property.

RELATION TO LITERATURE—INTERMEDIATE

We Interrupt This Semester for an Important Bulletin by Ellen Conford. Boston: Little, Brown, 1979.

Carrie Wasserman and her friend Chip are on the staff of the school paper. Editor Chip wants this year to be dynamic: he'd like to see some investigative reporting and Carrie, trying to impress him, gets involved in a scheme to bug the school offices and trap a possible criminal. Only Carrie's judgment isn't very sound and she learns the hard way about invasion of privacy and drawing hasty conclusions.

Activity:

Mr. Fell, the district lunch program supervisor, arrives at work one day wearing a trench coat and sunglasses. Carrie and Peter assume something about him. What did they assume and why? What conclusions did they draw from the phone conversations that were taped?

Have the children apply this to their daily lives. Did they ever eavesdrop? When is it harmful? Harmless? Why is it important to hear an entire conversation rather than just snatches of one?

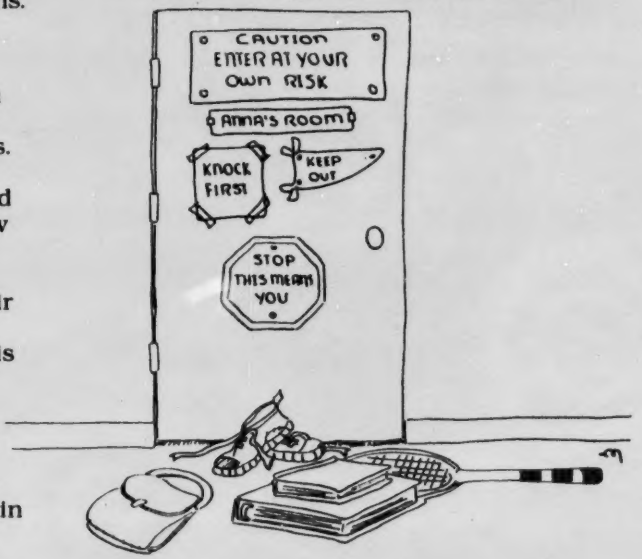
What would have happened if Mr. Fell was trying to swindle the school system? Would Carrie's tape hold up in court? Why or why not?

Harriet the Spy by Louise Fitzhugh. New York: Harper & Row, 1964.

Harriet keeps a secret notebook and avidly fills it with thoughts, opinions, and happenings of the people she knows. Since she is in training to be a spy, Harriet sharpens her spying skills in school, at home, and in the neighborhood. When her secret notebook is stolen and the world finds out what she has written, Harriet must face the fury of friends and family.

Activities:

Harriet snoops. Her barbed comments are not meant for anyone else to see. On the other hand, sometimes her victims don't wish their every moves to be recorded. Who is right? Whose privacy has been violated more seriously? The children could debate this issue with one team siding with Harriet, the other representing the victims.



After the First Death by Robert Cormier. New York: Pantheon, 1979.

This book is intended for adolescents, yet it has applications for the concept of rights. The teacher should make the judgment whether or not to read this aloud in its entirety or in parts to the class. It is the story of an all-too-often-real hijacking; this time a group of revolutionaries hijacks a bus of young campers near a military base in Massachusetts. The story viewpoint shifts from that of Ben, a teenager from the town, to the perspective of Kate, the camp counselor, to Miro, one of the terrorists. There are scenes of killing and some sexual intimations, so teachers will need to be discretionary.

Activities:

Students need to understand that the attitudes of terrorists are often very different from their own attitudes; for example, many terrorists think of themselves as tools for their organizations. They care little about what happens to their own bodies. This is not an attitude that we hold in the western world. A comparison of the two ideas will provide a dynamic discussion.

VI. GOVERNANCE: RESPECT FOR PEOPLE AND PROPERTY

To the Teacher

This theme has emphasized the role that the individual has in society. Each person has constitutionally guaranteed rights but with those rights is the responsibility to recognize that every other person has the same rights. One of the most effective ways for a teacher to encourage respect for the rights of others is for the teacher to be a model.

The Teacher's Role

One of the best techniques for having children learn about the right of privacy is to respect their privacy. Whenever possible, put requests in the form of questions, such as:

- Are you finished? May I see it now?
- Do you want to tell me what the problem is?
- You seem upset. Is something wrong?
- May I look in your desk and see if I can find your book for you?

Implicit in such questions, often, is the teacher's right or need to know. However, the child also receives the message that his/her privacy is being respected. At those infrequent times when the teacher must exercise her or his authority and, give an order, it should be clear that this is because other rights and/or safety is involved or because the individual involved has not upheld his or her responsibilities. Such orders should be short, clear, and not open to debate.

The Problem of Vandalism

To the Teacher

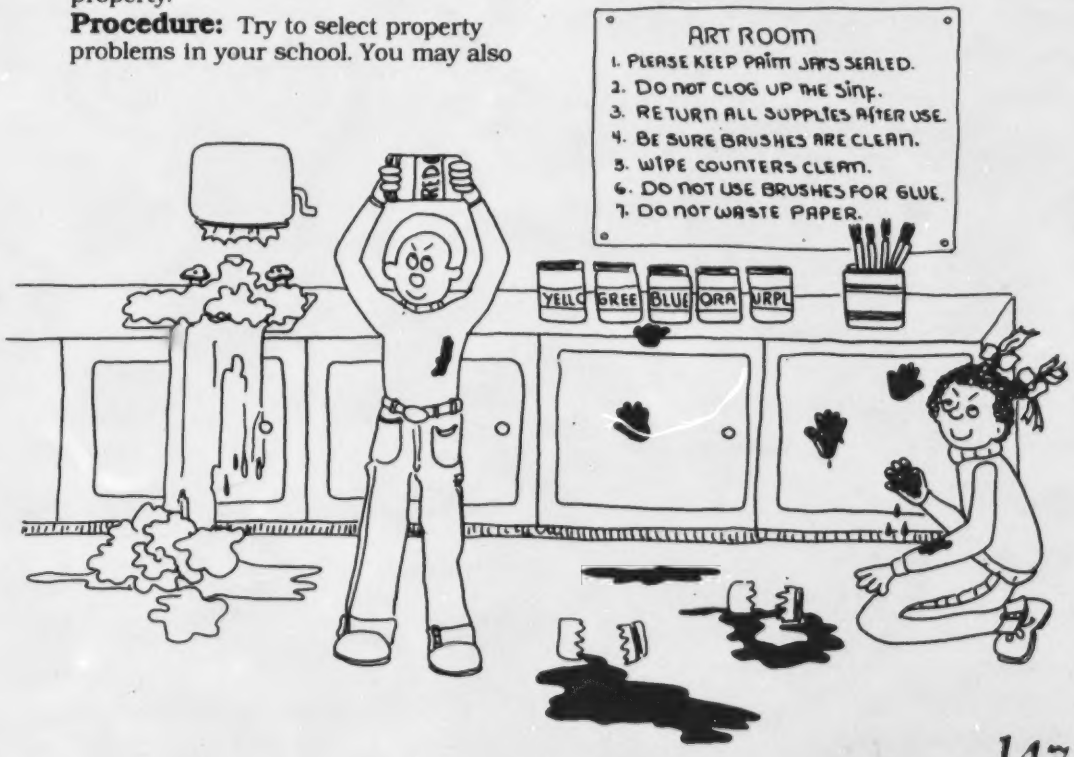
A recent survey indicated that in one year the cost of vandalism in schools was equal to the amount of money spent on textbooks. Most schools have this problem to varying degrees and an open discussion about the problem may encourage students to take some responsibility for its solution.

Purpose: To have students identify school property (desks, books, etc.) and discuss ways to maintain that property.

Procedure: Try to select property problems in your school. You may also select newspaper articles about vandalism for discussion. Use the following questions for class discussion.

- What causes people to do this?
- What about the loss of benefits to the people who are not responsible?
- What kinds of action could be taken to reduce or eliminate such incidents?

Try to develop some plan of action, however small, to reduce the problem. This should be an on-going plan that can be evaluated from time to time to see if it is working or needs modification.



THEME TEN: There is a relationship between the values of a society and the laws of that society.

I. KNOWLEDGE COMPETENCIES

CONCEPTS

- values, goals, families, groups

UNDERSTANDINGS

- People make decisions about the allocation of resources based upon their values and goals.
- Various groups and instructions transmit societal values.
- Families represent the basic unit of society.
- People influence the environment.
- The transmission of a culture is an important human need.

KEY SKILLS

- Visual analysis
- Participation in interpersonal and group relations: determining a course of action based upon discussion
- Self-management: seeing a diverse point of view
- Recognizing similarities and differences among people
- Using information: drawing inferences from data
- Gathering information: conducting interviews

II. MOTIVATING ACTIVITY

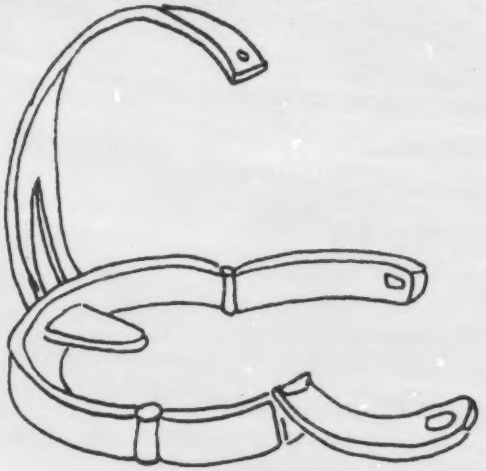
The Brank: Old Time Punishment

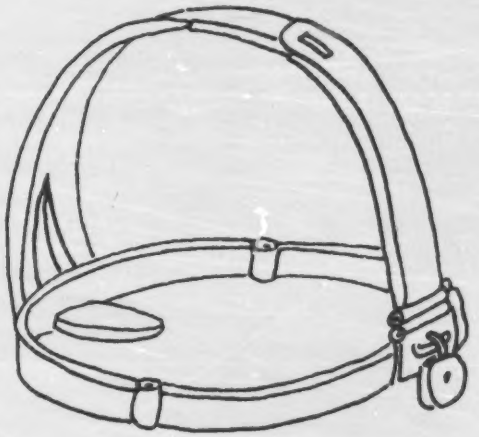
Purpose: To show how punishments have changed dramatically and how people are protected today from cruel punishment.

Procedure: This activity is a real attention-getter. Show the visual of the brank and then explain the background. Although it may seem to take a long time for laws to change, laws and punishments have changed dramatically over time. Perhaps some of the most dramatic changes are in punishments such as the ducking stool, the pillory and, a less well-known instrument, called the brank. This item was also called the gossip's bridle. This punishment was primarily inflicted upon women for any of the following "crimes":

- telling her mind to some petty tyrant in office
- speaking plainly to a wrong-doer
- taking to task a lazy, and perhaps drunken husband

The brank varied in design but in general had a front plate of iron, sharpened or covered with spikes, that was placed over the victim's head so that if she moved her tongue it was injured. The victim was then lead through the streets and subjected to the jeers of the townspeople.





Follow Up Discussion:

- Are you protected from cruel punishment today? How?
- What other old time punishments do you know about?

This is an interesting research project for older students.

Motivating Activity *(Cont.)*

The Bridge Controversy

Purpose: To have students engage in a simulation which focuses on how people make decisions about the allocation of resources based on their values and goals.

Background for the Teacher

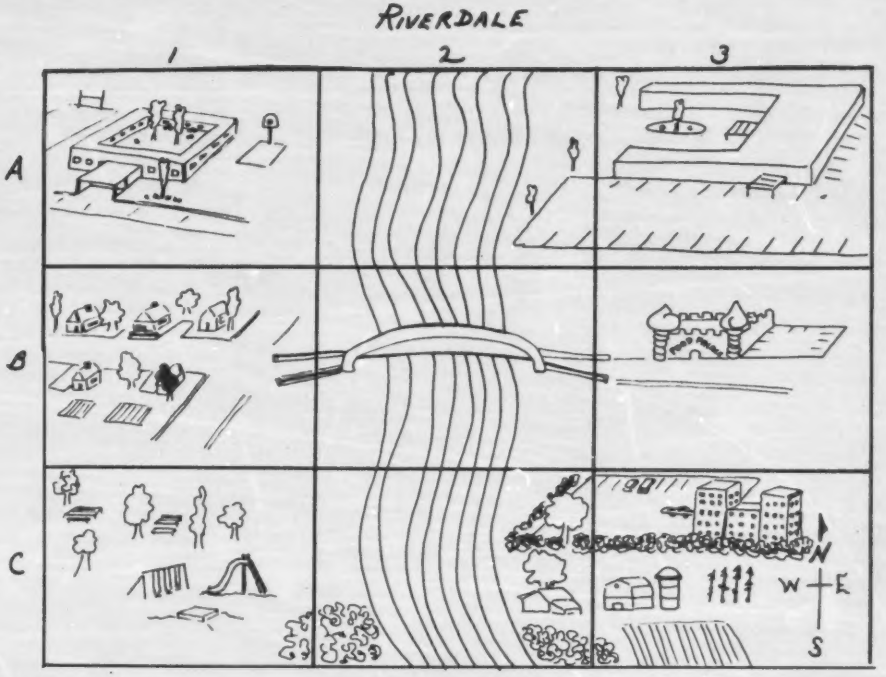
The town of Riverdale has a problem. This town is divided by a river. There is only one bridge crossing the river and it is in the middle of the town. Some people want to build another bridge in the north and some want to build another bridge in the south. Others don't want another bridge at all.

Procedure: Divide your class into groups of six. Each person should play one of the roles of the townspeople of Riverdale. The group should try to come to a consensus about what to do. To avoid having them deadlock, tell them that the group must decide on some course of action. Either they must decide to build a bridge or not to build a bridge. If they decide to build one then they must decide where to locate it. Encourage them to come to some kind of compromise. Reproduce the visual or redraw it on the chalkboard so that everyone knows where their interests are.

Townspeople of Riverdale

Dr. Gertrude Broderick

She is the Superintendent of Schools. The elementary schools for the westsiders are all located in Segment A-1. She is against the bridge being built in the north because it will increase traffic and cause more danger for school children.



Ms. Lydia Bielski

She owns a clothing store in Segment A-2. She wants the bridge built in the north because it will bring more customers.

Mrs. Gail Toorock

She is a mother of five children and a resident of Segment B-1. She wants the bridge built in either the north or the south because it will alleviate all of the traffic in her area because the town only has one bridge.

Mr. Don MaCall

He is the owner of a fast food restaurant in Segment B-2 right near the bridge. He doesn't want another bridge because now everyone has to pass his restaurant to get to the other side and he gets a lot of customers.

Mr. Richard "Tex" Avery

He is the Park Director in Segment C-1. He wants the bridge in the south because it will bring more people to the park. He figures if more people use the park then at Town Meetings they will vote for more money for park maintenance and equipment.

Mr. T.J. Keefe

He owns an office building in Segment C-3. He doesn't want a bridge in the south because it will mean the road will have to widened. In order to do that the town will have to take some of his parking lot space. The people who rent the offices will be upset and he might have to build another parking lot.

III. LEARNING ACTIVITIES

Everyone Belongs to Groups

Purpose: To illustrate how various groups transmit values and have particular goals or objectives.

Procedure: Have your students make a list of the groups to which they belong. Make the list as long as possible before you instruct them how to classify the list.

Suggested Groups:

boys	neighborhood
girls	town
two-legged animals	state
grade	county
school	country
family	hemisphere
clubs	brown-eyed
religion	blue-eyed
race	straight-haired
sporting activities	curly-haired

Then have students put check marks beside those groups that they had some choice about. For the time being put aside the groups into which they were born.

Examine each of the groups that involved choice. What are the values of this group? What are the things the group believes are important?

What are the goals of this group? What are the things the group wants to accomplish?

Make a list on the chalkboard of all the values and goals that students have on their lists. Analyze the list to see if there are any laws or rules regarding those values. You might want to check back to the Bill of Rights to see if there are any protected freedoms. See Theme Nine.

Family Interviews

Purpose: To determine what values are important and transmitted by the students' families.

Procedure: Have each student conduct an interview with his or her family members. They may ask parents, uncles, aunts, brothers, sisters, cousins, close friends who know the family well, grandparents, etc.

Have each student prepare a collage, or poster, entitled The Important Ideas In My Family. This could also be an essay but the visual representation can be posted in the room and shared more quickly with the rest of the class.

Follow Up Discussion:

Us the following to generalize about the family values of the class:

- What values do we all think are important?
- What values do most of us think are important?
- What are some of the different values of different families?

IV. CURRICULUM CORRELATION

Culture Contrasts: A Day at Home in Uganda

Purpose: To show how values of a culture relate to the rules and laws of a culture.

Procedure: Use the basal story, "A Day at Home in Uganda", by Joseph A. Lijembe in ***Sounds of a Distant Drum*** by Bill Martin, Jr. Holt, Rinehart and Winston, Inc., 1967.

Story Summary:

Written in the first person, this story of a young Ugandan village boy tells of the rules about chores, and family interaction. The boy describes his family and village customs and relationships, and how they effect his life and dictate many of the things he does.

Activities:

1. Students could make a list of their chores down the left hand side of a piece of paper, and the Ugandan boy's chores down the right side. They could draw lines to link the two lists on the basis of which tasks were motivated by similar needs. Each student could explain to a partner how she/he paired the chores.
2. Students could write a skit or story about the day the Ugandan mother came home to find chores not done.

Sunshine Valley

Purpose: To continue to develop the concept of how values, culture and laws are related.

Procedure: Use the filmstrip, "Sunshine Valley," from the ***Foundations of Jusitce Series,*** Charles E. Merrill. Arlene F. Gallagher, General Editor. Bell and Howell, 1975.

Story Summary:

This is a story about people who lived in a valley which was sunny and delightful. Everyone was very happy there. One day, some Martians came and offered a lot of gold to buy some small plots of land and the air over the houses. The people in the valley had never heard of anyone buying air and figured they were making a "fast deal" by selling the air. However, when the Martians returned to Sunshine Valley and started building their typical Martian homes, the people in the valley became very angry. Typical Martian homes were shaped like mushrooms; they only required small plots of land for the stems but the main portion of the houses spread out and took up all of the air space. Soon all of the original homes in Sunshine Valley were blocked from the sun. The people of Sunshine Valley went to court to try to resolve the conflict with the Martians.

This is the most popular filmstrip of the ***Foundations of Justice Series.*** It raises excellent questions about property and rights in conflict. It offers a good mock trial situation.

V. RELATION TO LITERATURE—PRIMARY

Noisy Nora by Rosemary Wells, New York: Dial, 1973.

This is a simple book which deals with a complex, universal problem. No one will pay attention to Nora so she does something about it. She steals chess pieces, knocks chairs and lamps over, and spills marbles on the kitchen floor. When she runs away (to the closet), Mother and Father Mouse realize that Nora needs to be noticed.

Activities:

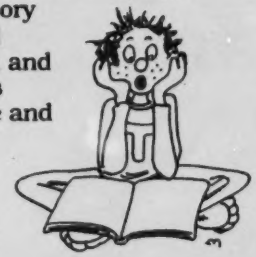
This book is helpful in introducing the concept of rights to young children. Nora has a right to be noticed. When she isn't, she interferes with, i.e. Baby Jack's right to drift quietly off to sleep; Kate's and Father's right to play chess. Have the children illustrate times when someone violated their rights at home.

Song of the Trees by Mildred D. Taylor. Illustrated by Jerry Pinkney. New York: Dial Press, 1975.

This book is the moving story of a black family living in rural Mississippi. Father is working miles away; the family is poor but close and loving. When Mr. Andersen wants to "buy" the giant trees that grace their property, the Logans resist; but the cruel lumberman has ways of making them sell. Older brother Stacey fetches Papa and then Mr. Andersen realizes that the property is definitely not for sale.

Through Grandpa's Eyes by Patricia MacLachlan. Illustrated by Deborah Ray. New York: Pantheon, 1979.

John is a frequent and beloved visitor at his grandparents' rural home. He walks with his grandfather, plays cello with him, and admires the sculpture of his grandmother that Grandpa is working on. Grandpa is blind. This story rejoices in the development of Grandpa's other senses and never once becomes cloying or pitying. The sensory images portrayed in the gentle text and quiet watercolors are both genuine and tender.



Activities:

The handicapped are finally being heard, rather than pitied. Now, handicapped parking spaces are encouraged and, in some states, there is a law against able-bodied people using the special parking areas. Ask the children why they think this is important. What would happen to a handicapped person who couldn't park near a store or office building? How would they feel if they saw someone who wasn't handicapped occupying a special space? Ask the children what they could do about it. Now books are being written for handicapped travelers. What problems would handicapped people have when traveling? Why would this affect blind travelers even more? Discuss the "paths" that Grandpa uses in ***Through Grandpa's Eyes*** to elicit this response.

Perhaps the children in second or third grade could write to a state or city official and ask what laws have been introduced to protect the rights of the handicapped.

RELATION TO LITERATURE—INTERMEDIATE

The Rocking Chair Rebellion by Eth Clifford. Boston: Houghton Mifflin, 1978.

By accident, Opie spies an elderly neighbor leaving home in the middle of the night. He is scheduled to be admitted to the Maple Ridge Home for the Aged and is terrified and resentful. Through Mr. Pepper, impulsive Opie learns about the home and becomes a volunteer there. At first she dislikes the tempermental old people, but gradually learns to love some of them. When she encourages Mr. Pepper and Mrs. Sherman to buy a house and start a commune, the community reacts and brings them to court. How the problem is solved and the elderly inhabitants identified as being productive and positive in the community provides much fodder for discussion and reflection about the needs of older people in our society.

A Wrinkle in Time by Madeline L'Engle. New York: Farrar, Strauss & Giroux, Inc., 1962.

This Newbery award-winner is a fantasy set in the not-too-distant future. Meg's father, a pioneer in the discovery of the relationship between time and space, is missing. Meg, her young brother Charles Wallace and friend Calvin travel through other dimensions to find him. One of their stops on this fascinating yet horrible journey is to Camaztoz where all inhabitants must adhere to a strict set of rules which are as rigid as they are monotonous.

Activities:

Madeline L'Engle is an author whose literature makes children **reach**. ***A Wrinkle in Time*** raises many interesting questions relating to the question of values and society. For example, what value does the society where Meg lives put on Charles Wallace's extraordinary brand of intelligence? Students could explore other geniuses who were thought to be freaks or stupid.

Children might enjoy an exercise where they could imitate some of the rules of Camaztoz: uniformly bouncing a ball; washing a window in exactly the same way as everyone else. They could decide upon a mock set of rules for their own classroom: at 9:11 everyone picks up a pencil and writes the alphabet in unison, etc. To illustrate the role that creativity might play in Camaztoz, children could draw pictures of an animal the way it would be done in Camaztoz (perhaps with the teacher or a student drawing a dog for all to copy). Then they could draw individual animals (all breeds, sizes, colors of dogs). This would make a nice contrast on a bulletin board titled I DID IT MY WAY!.

Bless the Beasts and Children by Glendon Swarthout. New York: Doubleday, 1970.

A camp of misfits is the scene of this powerful story about courage and leadership. The misfits at Box Canyon Boys Camp were children of rich, idle parents who would rather go on safari or separate-and-reconcile for fun than listen to their troubled children. Under the leadership of Cotton, six boys make a desperate effort to save the cruelly treated buffalo that are penned up to become target practice. In doing so, the boys are desperately trying to save the one thing they have left: their self-respect.

Activities:

An excellent filmstrip to be used with this book is "Bless the Beasts and Children" (Review, Analysis and Background of the novel), published by the Center for Literary Review in Wilton, Connecticut.

VI. GOVERNANCE

The Rules of Camaztoz

Purpose: To further develop skills at analyzing fair rules and appropriate punishments.

Background for the Teacher

In the book, ***A Wrinkle In Time***, by Madeline L'Engle, the main characters visit Camaztoz, a place where all inhabitants must adhere to a strict set of rules. Up to now, the Governance activities have stressed democratic ideals and participation. To appreciate and really understand this kind of governance, it is sometimes helpful to try living with a system that is in direct opposition. Ask your class to participate in the Camaztoz Experiment.

Procedure: Select a few very strict rules and post them or list them on the chalkboard. Announce that the entire classroom is now under the Rules of Camaztoz.

RULE	PUNISHMENT FOR BREAKING THE RULE
When walking, arms must be folded across the chest.	Put head down on desk for five minutes.
When talking, the right hand must hold the left elbow.	Write this rule ten times.
No speaking without permission. Permission to speak given only when both hands are clasped over head.	Sit on the floor with hands covering face for five minutes.
Everyone must stand at attention for 60 seconds every hour on the hour.	Stand on one foot for five minutes.
Every hour on the half hour, everyone must write the alphabet in unison.	Write the alphabet ten times.

Follow Up Discussion

Discuss the effects of the Rules of Camaztoz Experiment. How did students feel? What problems were created? Inevitably, the teacher will have difficulty enforcing these rules and deciding on punishments. The teacher should discuss these problems with the class.

Reviewing Classroom Rules

A valuable follow-up to the Camaztoz Experiment is to re-evaluate the classroom rules that were extablished in Theme One. Some rules may need to be changed, modified, or eliminated. At this time students may wish to create new rules so that students will experience self-governance and see how rules can really meet their needs and interests.

CHILDREN'S LITERATURE AND LAW BIBLIOGRAPHY

THEME 1: Rules and laws are essential and play an important role in our lives.

Primary

Dogs Don't Belong on Beds by Enid Bloome. Illustrated by Rose Sommerschield. New York: Doubleday, 1971.

The Bear's Bicycle by Emilie MacLeod. Illustrated by David MacPhail. Boston: Little, Brown & Co., 1975.

The Bears' Vacation by Stan and Jan Berenstain. New York: Random House, 1968.

Intermediate

The Upstairs Room by Johanna Reiss. New York: Crowell, 1972.

Pippi Longstocking by Astrid Lindgren. Illustrated by Louis Glanzman. New York: Viking, 1950.

Z is for Zachariah by Robert O'Brien. New York: Atheneum, 1973.

THEME 2: Worthwhile rules and laws have similar characteristics.

Primary

Madeline's Rescue by Ludwig Bemelmans. New York: Viking, 1953.

Bedtime for Frances by Russell Hoban. Illustrated by Garth Williams. New York: Harper and Row, 1960.

Curious George by H.A. Rey. Boston: Houghton Mifflin, 1941.

Intermediate

The Good of It All by Geraldine Richelson. Illustrated by Claude Lapointe. A Harlin Quist Book, 1975.

The Slave Dancer by Paula Fox. New York: Dell, 1973.

Mrs. Frisby and the Rats of NIMH by Robert O'Brien. Illustrated by Zena Bernstein. New York: Atheneum, 1972.

THEME 3: Rules and laws frequently evolve from customs and practices.

Primary

Helga's Dowry by Tomie DePaola. New York: Harcourt, Brace, Jovanovich, 1977.

Visiting Pamela by Norma Klein. Illustrated by Kay Chorao. New York: Dial Press, 1979.

Please and Thank You Book by Richard Scarry. New York: Random House, 1973.

Intermediate

The Maude Reed Tale by Norah Lofts. Illustrated by Anne and Janet Grahame Johnstone. New York: Thomas Nelson, 1971.

A Hunter Comes Home by Ann Turner. New York: Crown, 1980.

The Bronze Bow by Elizabeth George Speare. Boston: Houghton Mifflin, 1961.

THEME 4: Different people in different settings create laws and rules for different reasons.

Primary

The Troll Book by Michael Berenstain. New York: Random House, 1980.

The Elephant Who Couldn't Forget by Faith McNulty. Illustrated by Marc Simont. New York: Harper & Row, 1980.

In My Mother's House by Ann Nolan Clark. Illustrated by Velino Herrara. New York: Viking, 1941.

Intermediate

Song for a Dark Queen by Rosemary Sutcliff. New York: Crowell, 1978.

The Gift of Sarah Barker by Jane Yolen. New York: Viking, 1981.

Are You There, God? It's Me, Margaret by Judy Blume. New York: Bradbury, 1970.

THEME 5: Different people in different settings enforce laws and rules for different reasons.

Primary

Strega Nona by Tomie DePaola. New Jersey: Prentice-Hall, 1975.

The 500 Hats of Bartholomew Cubbins by Dr. Seuss. New York: Vanguard, 1938.

Mr. Mischief by Roger Hargreaves. Los Angeles: Price, Stern, Sloan, 1980.

Intermediate

Pearl in the Egg by Dorothy Van Woerkom. Illustrated by Joe Lasker. New York: Crowell, 1980.

The Perilous Gard by Elizabeth Marie Pope. Illustrated by Richard Cuffari. Boston: Houghton Mifflin, 1974.

In Summertime, It's Tuffy by Judie Angell. New York: Bradbury, 1977.

CHILDREN'S LITERATURE AND LAW BIBLIOGRAPHY

THEME 6: Rules and laws are used to judge behavior and to settle disputes.

Primary

The Minstrel and the Mountain by Jane Yolen. Illustrated by Anne Rockwell. Cleveland: World. 1967.

The Lion's Tail by Douglas F. Davis. Illustrated by Ronald Himler. New York: Atheneum. 1980.

Onions, Onions by Toni Hormann. Illustrated by Diane Stanley. New York: Crowell. 1981.

Intermediate

The Pushcart War by Jean Merrill. New York: Macmillan. 1964.

Justice Lion by Robert Newton Peck. Boston: Little, Brown & Co. 1980.

Queenie Peavy by Robert Burch. Illustrated by Jerry Lazare. New York: Viking. 1966.

THEME 7: The purpose of law is to meet the needs of people and the community.

Primary

The Little House by Virginia Lee Burton. Boston: Houghton Mifflin. 1942.

Grizzwold by Syd Hoff. New York: Harper & Row. 1963.

The Muffin Muncher by Stephen Cosgrove. Illustrated by Robin James. Minnesota: Creative Education. 1974.

Intermediate

After the Goat Man by Betsy Byars. New York: Avon Books. 1974.

The Witch of Blackbird Pond by Elizabeth George Speare. Boston: Houghton Mifflin. 1958.

The Man From Boston by Marion Starkey. Illustrated by Charles Mikolycak. New York: Crown. 1975.

THEME 8: Rules and laws are both stable and changing: individuals can cause change.

Primary

Trig Sees Red by Robert Newton Peck. Illustrated by Pamela Johnson. Boston: Little, Brown & Company. 1978.

The King's Fountain by Lloyd Alexander. Illustrated by Ezra Jack Keats. New York: Dutton. 1971.

Yertle the Turtle and Other Stories by Dr. Seuss. New York: Random House. 1950.

Intermediate

Save the Mustangs by Ann Weiss. New York: Simon and Schuster. 1974.

Maudie and Me and the Dirty Book by Betty Miles. New York: Knopf. 1980.

Can You Sue Your Parents for Malpractice? by Paula Danzinger. New York: Delacorte. 1979.

THEME 9: Rules and laws protect a person's individual rights, privacy, opinion or ideas, and property.

Primary

"The Zax". ***The Sneetches and Other Stories*** by Dr. Seuss. New York: Random House. 1961.

Evan's Corner by Elizabeth Starr Hill. Illustrated by Nancy Grossman. New York: Holt, Rinehart & Winston. 1967.

Mr. Nosey by Roger Hargreaves. Los Angeles: Price, Stern, Sloan. 1980.

Intermediate

We Interrupt This Semester for an Important Bulletin by Ellen Conford. Boston: Little, Brown & Co. 1979.

Harriet the Spy by Louise Fitzhugh. New York: Harper & Row. 1964.

After the First Death by Robert Cormier. New York: Pantheon. 1979.

THEME 10: There is a relationship between the values of a society and the laws of that society.

Primary

Noisy Nora by Rosemary Wells. New York: Dial Press. 1973.

Song of the Trees by Mildred D. Taylor. Illustrated by Jerry Pinkney. New York: Dial Press. 1975.

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